REPORT

ON

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PUBLIC INSTRUCTION

IN THE

HYDERABAD ASSIGNED DISTRICTS

FOR

THE YEAR 1890-91.

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From

Colonel K. J. L. MACKENZIE,

Offg. Commissioner, Hyderabad Assigned Districts,

To

The SECRETARY for BERAR to the RESIDENT,

Hyderabad.

Dated Amr[illegible], the 18th August 1891.

Sir,

I have the honor to forward the Director of [illegible]ic Instruction's report for 1890-91, written by Mr. Jatar, who was in charge of the Educational Department throughout the year, except for two months and twelve days, when he was on furlough and Mr. Arthur Barrett officiated for him.

2. I have so recently—within the week—taken charge of the Commissioner's office, and have been for some four years now out of touch with the Educational Department and its local working, that I feel that I am not in a position to criticise effectively, and therefore for the most part I confine myself to briefly bringing into prominence the main results of the year as stated in the report.

Net results—schools and scholars.

3. The *net* result during the year under report is an increase of 101 in our schools—97 boys' and 4 girls'—with 3,341 scholars more than in the year previous, *viz.*, 3,009 boys and 332 girls. The percentage of scholars to the population of the school-going age has risen amongst boys to 21·60 and girls ·96, being an increase of 1·35 and ·15 over the percentage of the previous year. Going into details, however (Director's paragraph 4), if we discard the decline of five private schools, whose disappearance is in reality a gain, our real advance in *public* schools is 106 with an increase in scholars of 3,385. Towards the close of his paragraph 6 Mr. Jatar supplies an interesting and satisfactory table, in response to the Commissioner's request made last year, showing over a period of five years the advance made in each district in the supply of school-houses and the scholars attending them. The average area served by each school is also given.

Income.

4. The income of the department (Director's paragraph 7) from all sources was Rs. 4,20,306-4-0, or Rs. 6,196-9-6 less than in the year previous. In this income the item of fees (Director's paragraph 9) has risen by Rs. 2,232-10-0. Municipal contributions come to Rs. 13,285-12-11, and popular contributions (Director's paragraph 11) to Rs. 6,971-2-6, which leaves the decline to be accounted for in the allotment made from provincial revenues. Municipalities (paragraph 10) contributed Rs. 13,285-12-11, an advance on the year previous, which seemingly is about as much as can be expected of them, looking to the other demands on their resources. There are some variations in the percentage of contributions to total municipal income, governed doubtless by variation in local circumstances.

Expenditure.

5. The expenditure for the year (paragraph 12) has risen by a little over Rs. 20,000, amounting in all to Rs. 4,40,373-12-0 finally, leaving a balance (paragraph 16) at credit of the department of Rs. 1,65,859-7-10 on 31st March last.

Inspection by departmental and district staff.

6. The Director appears to be satisfied with the quality and quantity of inspection work done by the Deputy Educational Inspectors (paragraphs 17—20), except in Akola and Buldana, where he seems to think the full tale has not been rendered. Some of the figures in the table—paragraph 20—seem to me wrong, or I misunderstand them; and there is no time left to me to refer and inform myself. For example, against the Basim district in column 5 the Deputy Educational Inspector is shown to have inspected once 152 schools, whereas column 4 shows that the district contains only 150 schools; therefore there could only have been 150, not 152, *first* visits. The figures against the Hindustani Deputy Educational Inspector lower down are equally puzzling, for against 105 schools there is shown 135 first visits. Municipal committees are said to show fair interest in the well-being of the department, while the zeal of school committees, as may be expected, varies greatly. Visits by Deputy, Assistant, Extra Assistant Commissioners and Tahsildars have considerably increased.

Results by examination.

7. Under the head University examination (paragraph 24) the Director supplies the information asked for by the Resident as to the lines adopted by the students sent up since 1872. Except in t[illegible]ation class, the Director seems not quite satisfied (paragraphs 27-28) with [illegible]ults of examinations in the two high schools, and he is distinctly dissatisfie[illegible]h the results, though he explains the cause, in middle class schools (paragraph 32). The reform he proposes to obviate the temporary shifting of masters in the schools is sensible.

Primary education.

8. Under primary education, with reference to the table at paragraph 38, the Director gives the information suggested by Mr. Plowden in last year's review, paragraph 6; and in paragraph 39 the Director gives a table asked for by the Resident.

Jail schools.

9. For the time devoted to it, the instruction given in jail schools (paragraph 44) is said to be good and profited by.

Mission schools.

10. Regarding the mission schools (paragraph 45), which the Director says are "really schools for native Christians and low-caste boys who find it neither advantageous nor convenient to attend Government schools," if they will not stand the test of being paid according to results, I cannot myself see why they should be exceptionally treated. It they are not really worth anything, they deserve to die.

Indigenous schools.

11. It is satisfactory to note that grants to indigenous schools (paragraph 46) have increased, and seemingly have been well earned. Attention continues to be paid to gymnastics and the physical education of our boys.

Classification of pupils by race.

12. Under the classification of pupils by race (paragraph 49) the rise in the attendance of low-caste boys and Muhammadans is a healthy sign.

On the important point touched on by the Commissioner in last year's report and referred to by the Resident in paragraph 14 of his review, namely, the segregation of low-caste boys into special schools of their own, I fear the result will generally be failure, as now reported at Babhali (paragraph 71 of Director's report) and for much the same reasons. Anyhow, as a matter of personal opinion, I think it unwise to encourage and stereotype views in respect of caste which we ourselves are assured are due either to the ignorant folly or cunning scheming of some among the masses over whom we are placed and whom it is our destiny to influence and educate. It is perhaps permissible for us to walk deferentially as long as we are in any doubt ourselves as to the correctness of the views we mean to inculcate; but if our mind is made up and we know we are right I believe the proper, and in the end the paying, policy is to maintain our views against all comers.

We know caste to be baneful, as understood and used in India, in a thousand ways, and I think we ought to do everything in our power, short of using force, by precept and example to show that its maintenance is folly, and that it bars the way to all real advance and improvement. To say to the people at large our schools must be open to all irrespective of caste (but if any object to associate with so-called low-caste boys, the remedy, but also the loss, is in their own hands—they can stay away) could never, I maintain, be really misunderstood or impugned. To act otherwise is virtually to condemn association with ourselves, for every one of us is low caste in the eyes of the orthodox, so-called high-caste Brahmins—foolish and on this point enlightened as we deem the orthodox Brahmins to be. Not to yield in this matter is not, I hold, to run counter to the feelings of the great masses of the people, as the Chief Commissioner of the Central Provinces is reported to allege, but it is only I believe to run counter to the opinions of a few stupid and possibly interested Brahmins, many of them in all other respects reasonable and acceptable men, who happen for the present to be at the head of most of our schools.

I can support my opinion in this latter respect with a fact of some significance. Some years ago I was Officiating Deputy Commissioner at Akola; at Khamgaon, one of the district towns, Captain (now Colonel) Wodehouse, Political Agent at Kolhapur, was the Assistant Commissioner, and he had under him at that time one of the best and most flourishing of our schools. The order had gone out that low-caste boys previously relegated to the verandahs should be admitted within. A great storm in a tea-cup immediately arose. Petitions purporting to be from parents and others poured in, saying the school would be deserted by all the higher castes if the obnoxious order was not repealed. No withdrawals took place within the interval that it took for reply to the petitions to get back; but when it was known that we meant to stand firm, Captain Wodehouse reported one morning that the school was deserted by all except a few low-caste boys. I then went to Khamgaon, and we interviewed the supposed indignant public and outraged parents—the masters to a man professing to be on our side and wondering at the folly of the multitude. It seemed to me, however, that the masters, and not the multitude, were at the bottom of the disturbance, but I left them to consider the position for a week, they promising their best help to wean the public over. The end of the week saw the school still deserted, and the masters professedly extremely regretful at the state of affairs. We—that is Captain Wodehouse and I—joined in their regrets, but pointed out that it was quite impossible that we could now continue to maintain a teaching staff so largely in excess of the requirements of the few low-caste boys who came to the school, and we fixed adequate time within which, if the school did not revive, the staff was to be reduced. The time came and, curiously enough, the school did revive and went on more flourishingly than ever!

I feel convinced that on this point enlightened young India, the younger generation of even the highest Brahmins, is with me, though, in fear of the elders of their race and their womenkind, they are not in a position yet openly to admit that caste, as understood and worked in India, is folly and hurtful to the best interests of the people, and therefore ought not to be directly or indirectly encouraged by us. Hence, I would have no special class schools for anybody; and if I were in authority and were to catch any master, however "high" he might consider himself, be he English, Hindu, or Muhammadan, dealing with a low-caste boy as Mr. Barrett reported he caught one man doing, I should consider it my duty to see that he was given very short shrift and speedily removed from the department.

I have dwelt upon this point at some length because I think a certain obstructive section are likely to use the expressions used in the review of the last report in a way that neither Mr. Plowden nor the Resident would for a moment approve of or sanction.

Female education.

13. In female education (paragraphs 65-66) there is not much advance to boast of, but any advance is better than none, and I think we ought not yet to expect in this direction any rapid progress. By and by educated women will potently influence the country.

14. I would direct attention to the Director's paragraphs 23, 65, and 69 for persons and corporations who are said to have assisted the department and whose efforts merit acknowledgment.

Help rendered to the department.

15. It is pleasant to read the Director's appreciative views of (paragraph 64) the good work that Mr. Fuller of the American Mission is doing in Akola towards the spread of industrial education. I trust his independence and self-reliance and unsparingness will, as years go on, meet with encouragement, and that he may be able to widen the sphere of his usefulness. I agree with the Director in thinking it doubtful whether schools of the class advocated by Colonel Szczepanski would succeed unless we could ensure catching a man of the type of Mr. Fuller, or his assistant Mr. Rogers, to put at the head of each and work them for us.

Industrial education.

I have the honor to be,

Sir,

Your most obedient servant,

K. J. L. MACKENZIE,

Offg. Commissioner, Hyderabad Assigned Districts.

CONTENTS.

Paras.

I.—General and Statistical Summary of the year's operations—

Results of the year's operations 2
Schools and scholars 3
Public and private schools with scholars... 4
Schools of different classes 5
Distribution of schools and scholars according to districts 6
The income of the department 7
Receipts from the educational cess 8
Fee receipts 9
Municipal contributions 10
Popular contributions 11
Expenditure of the department 12
Budget grant and actual expenditure 13
Comparative statement of expenditure 14
Expenditure from fees realized in Government primary schools 15
Receipts and disbursements 16

II.—Controlling Agencies—

Changes in the Inspecting Staff 19
The work of the Deputy Educational Inspectors 20
Visits of District Officers and their Assistants 21
Municipal and School Committees 22-23

III.—University Education—

Berar University scholars 24

IV.—School Education, General—

(a)—Secondary Schools.

Attendance and cost of secondary schools 25
High schools 26
Matriculation 27
Results of the examinations of the lower classes 28
High school scholarships and exhibitions 29
Boarding-houses 30
Monitorial and prefect systems 31
Middle class schools 32
Results of the examination in the standards of the middle school course ... 33
Middle class school exhibitions 34
High school entrance examination 35

(b)—Primary Schools.

Extension of primary education 36
Schools for boys under public management 37
Proportion of schools to towns and villages with a population of 500 and more souls 38-39
Expenditure on primary schools under public management 40
Results of examination 41
Teaching of English in primary schools 42
Bonuses to teachers 43
Jail schools 44
Schools aided by fixed monthly grants 45
Indigenous schools 46
Physical education 47
Employment under Government 48
Classification of pupils by race or creed 49
Professions, &c., of the parents or guardians of pupils 50
Social position of the parents or guardians of pupils 51

Paras.

IV.—School Education, General—*continued.*

(*b*)—*Primary Schools*—continued.

School-houses 52
Repairs 53
School libraries and apparatus 54

V.—School Education, Special—
Institutions for training teachers 55-57
Examination for entrance into the training college 58
Boarding-houses 59
Physical education 60
Training of teachers for secondary schools 61
Moral training 62
Drawing 63
Industrial training 64

VI.—Female Education—
Government and Municipal schools for girls 65
The present state of female education 66

VII.—Education of Special Classes—
(*a*) Europeans and Eurasians 67
(*b*) Muhammadans—Statistics of Hindustani schools 68
Encouragement to Muhammadan education 69
(*c*) Aborigines 70
Low castes 71

VIII.—Private Schools 72

IX.—Preparation and Distribution of Text-books and other Educational Literature—
Work done by the Text-book Committee 73
Book depôt 74
Stock account of the depôt 75
Cash account of the depôt 77
Literature 78
Public libraries 79
Press 80
Educational conference 81
Circle gatherings 82

X.—Recommendations of the Education Commission 83

APPENDICES.

I.—Abstract return of schools and scholars.
II.—Abstract return of expenditure.
III.—Return of schools and scholars (detailed).
IV.—Return of expenditure (detailed).
V.—Return of the stages of instruction of pupils.
VI.—Return showing the results of prescribed examinations.
VII.—Return showing the distribution of Local Fund and Municipal expenditure.

BENGAL SECRETARIAT LIBRARY.

No. 598 of 1891-92.

From

THE DIRECTOR OF PUBLIC INSTRUCTION,

Hyderabad Assigned Districts,

To

THE COMMISSIONER,

Hyderabad Assigned Districts.

Dated Akola, the 10th June 1891.

SIR,

I have the honour to submit the report on public instruction in the Hyderabad Assigned Districts for the year 1890-91.

I.—General and Statistical Summary of the year's operations.

Results of the year's operations.

2. The year has been, on the whole, educationally prosperous. Its principal features are as follow:—There is a considerable increase in the number of primary schools; attendance in all classes of schools has increased; there is a satisfactory increase in fee receipts and popular contributions; the total contributions from the municipalities have increased notwithstanding a falling-off in their total income; the Berar high schools have acquitted themselves satisfactorily at the last matriculation examination of the Bombay University; conduct registers have been introduced into the high schools, and inter-school rules into all classes of schools; physical and moral education is adequately attended to everywhere; bonuses earned by deserving masters on account of successful teaching and the number of such masters have increased; there is great improvement in indigenous schools—the number of schools, the number of scholars, the number of passes at the Deputy Educational Inspector's examinations, and the amounts of grants earned by the masters having all increased; the numbers of Kunbis, low-caste boys, and the Muhammadans attending our schools have considerably risen; the results of the annual examination of the training college are satisfactory, and the number of its students employed as masters is greater than in the preceding year; more Muhammadans have passed examinations under the several standards than during the previous year, though unfortunately the same cannot be said of low-caste boys and aboriginal pupils.

Schools and scholars.

3. The following is a comparative statement of schools and scholars for the past two years:—

Year.	Area in square miles.	Towns and villages.	Population.	No. of institutions. For boys.	For girls.	Total.	No. of scholars. Boys.	Girls.	Total.	Percentage of scholars to population of school-going age. Boys.	Girls.
1889-90 ..	17,711	5,685	Males 1,491,060	1,138	45	1,183	45,311	1,690	47,001	20·25	·80
1890-91 ..			Females 1,405,610	1,235	49	1,284	48,320	2,022	50,342	21·60	95
			Difference ...	+97	+4	+101	+3,009	+332	+3,341	+1·35	+·15

The statement speaks for itself. Schools for boys have increased by 97 and those for girls by 4. The number of boys under instruction has risen from 45,311 to 48,320, and that of girls from 1,690 to 2,022, so that the total increase in the number of schools during the past year was 101 and in the number of pupils, 3,341.

The population entered in the statement is according to the census of 1891 and the percentage of scholars to population of school-going age is, as usual, based on the calculation of the Education Commission. It will be observed that the percentage has increased from 20·25 to 21·60 in the case of boys, and from ·80 to ·95 in the case of girls during the year under report.

Public and private schools with scholars.

4. The number of schools, public and private, with the number of scholars attending them on the 31st March last, may thus be compared with the numbers on the corresponding day of the previous year:—

Year.	Public schools										Private institutions.		Total.	
	Under public management.				Under private management.				Total.					
	Government schools.		Municipal schools.		Aided.		Unaided.							
	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.
1889-90..	611	34,382	22	2,392	430	8,715	106	1,334	1,169	46,823	14	178	1 183	47,001
1890-91..	613	35,193	25	2,676	527	10,908	110	1,431	1,275	50,208	9	134	1,284	50,342
Difference...	+2	+811	+ 3	+284	+97	+2,193	+4	+97	+106	+3,335	—5	—44	+101	+3,341

The number of Government schools has increased by two and the number of scholars attending them by 811. The number of municipal schools has risen by 3 and the pupils attending them by 284. The number of aided schools has increased by 97 and their pupils by 2,193. The unaided schools show a rise of 4 schools and 97 scholars.

The total increase in the number of public institutions has been 106 and in the number of pupils attending them 3,385.

In 1887-88 the rates of fees charged in Government schools were enhanced, and the grant-in-aid rules were made more liberal. It was hoped that these measures would encourage private enterprise and result in an increased number of aided schools and scholars attending them. The following statement shows the progress made during the last four years:—

Year.	Public schools										Private institutions.		Total.	
	Under public management.				Under private management.				Total.					
	Government schools.		Municipal schools.		Aided.		Unaided.							
	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.
1886-87 ...	598	34,560	22	2,402	244	5,181	98	1,178	962	43,321	26	340	988	43,661
1890-91 ..	613	35,193	25	2,676	527	10,908	110	1,431	1,275	50,208	9	134	1,284	50,342
Difference ...	+15	+633	+3	+274	+283	+5727	+12	+253	+13	+6887	—17	—206	+296	+6,681

The statement shows that since March 1887 the number of aided schools has increased by 283, and the number of pupils attending them by 5,727. The increase in the number of aided schools and of pupils attending them during the four years preceding March 1887 was 23 schools and 449 pupils. The rise in Government institutions, however, between March 1883 and March 1887 was 126 schools and 5,753 scholars, against 15 schools and 633 scholars during the past four years. The funds at the disposal of Government (and municipal and local boards) are limited, and the future progress of education must depend mainly on private enterprise.

The number of private institutions, that is to say, institutions which have neither adopted the curriculum of Government schools nor of grant-in-aid indigenous schools and do not serve any public purpose whatever, has been gradually declining. On the 31st March last the number of such schools was 9, and they were attended by 134 pupils. It must be stated, however, that the returns of these schools are not reliable (*vide* paragraph 72).

Schools of different classes.

5. The next statement shows the number of different classes of schools and scholars on the 31st March last and on the corresponding day of the previous year :—

	Description of schools.			No. of schools.		No. of scholars.	
				1889-90.	1890-91.	1889-90.	1890-91.
	School Education—General.						
Public institutions.	Secondary ..	Government, High	Boys ...	2	2	356	401
		Do. Middle	Boys ..	24	24	4,158	4,268
	Primary ...	Government	Boys ..	550	553	28,689	29,336
			Girls ..	34	33	1,087	1,097
		Municipal	Boys ..	16	17	2,104	2,270
			Girls ..	6	8	288	406
		Aided	Boys ..	425	523	8,609	10,793
			Girls ..	5	4	106	115
		Unaided	Boys ..	106	105	1,334	1,260
			Girls ..	...	4	...	146
Private institutions.	Advanced (Arabic or Persian and Sanskrit)		Boys ..	7	6	85	99
	Elementary		Boys ..	7	3	93	35
	School Education—Special.						
Training school for masters				1	1	92	*91
Industrial school † (unaided)				...	1	...	25
			Total ...	1,183	1,284	47,001	50,342

* This includes 16 pupil-teachers who are being trained for masterships in primary or secondary schools.

† Last year this school was shown under aided primary schools.

The number of secondary schools remains the same, but the number of pupils in the high schools has increased by 45 and in the middle schools by 110. Government primary schools for boys have increased by 3 and their attendance by 647 pupils. The number of Government primary schools for girls has fallen off by one, but their attendance has risen by 10. Municipal primary schools for boys have increased by one, and attendance in them has risen by 166. Municipal primary schools for girls have increased by two and their attendance by 118. The greatest increase is in the aided schools for boys and in their attendance. The former have increased by 98 and the latter by 2,184.

Ten new Government primary schools were opened during the year, and included eight ordinary Marathi schools, one special school for low-caste pupils, and one Hindustani school. All these institutions were for boys. Three municipal schools that were opened during the year included one institution for boys at Amraoti (Bhusar street) and two for girls at Khamgaon. Eight Government schools were closed during the year-seven for boys and one for girls. Of these, eight schools six were Marathi and two Hindustani. The latter included the school for girls at Deulghat which was closed at the request of the local school committee.

Distribution of schools and scholars according to districts.

6. The following table shows the number of schools for boys in each of the six districts, the average number of square miles to every school, and the proportion of male pupils to the male population of school-going age :—

District.	Area in square miles.	Male population.	No. of schools for boys.						No. of boys in						Average number of square miles to every school.	Percentage of male scholars to male population of school-going age.
			Public institutions.			Private institutions.		Total.	Public institutions.			Private institutions.		Total.		
			Departmental.	Municipal Board.	Under private management.	Advanced teaching.	Elementary teaching.		Departmental.	Municipal Board.	Under private management.	Advanced teaching.	Elementary teaching.			
Akola ...	2,660	296,812	158	6	147	2	...	313	9,449	991	2,983	37	...	13,460	8·4	30·2
Buldana ...	2,804	244,711	104	...	112	...	2	218	5,960	...	2,134	...	29	8,123	12·8	22·1
Basim ...	2,958	204,766	55	...	92	...	1	148	3,047	...	1,385	...	6	4,438	19·9	14·4
Amraoti ...	2,759	340,452	118	5	160	..	...	283	7,477	726	3,375	...	...	11,578	9·7	22·7
Wun ...	3,907	241,453	58	...	62	..	...	120	3,164	...	888	...	...	4,052	32·5	11·2
Ellichpur ...	2,623	162,866	84	6	55	4	...	149	4,507	553	1,288	62	...	6,410	17·6	26·2
Do. excluding Melghat...	[974]	[140,373]	[83]	[6]	[55]	[4]	[...]	[148]	[4,489]	[553]	[1,288]	[2]	[...]	[6,392]	[6·5]	[30·3]
Total ...	17,711	14,91,060	577	17	628	6	3	1,231	33,604	2,270	12,053	99	35	48,061	14·3	21·5

The relative positions of the districts in regard to the progress of education have not much changed during the year. Akola continues to show the largest number of schools and the smallest average number of square miles to every school. Akola also heads the list this year as regards the percentage of male scholars to male population of school-going age. Last year the percentage was greater in Ellichpur than in any other district; but owing to a considerable increase in the number of scholars in Akola this year, and to the fact that Akola was the only district in Berar in which population at the last census showed a decrease, that district shows the greatest percentage of male scholars to male population of school-going age. If Melghat be excluded from the Ellichpur district, its average number of square miles to every school is smaller, and its percentage of scholars to population of school-going age is very slightly greater than that of Akola.

The number of villages in each district in which there is a school is given in paragraph 38.

It would be interesting to ascertain what progress the whole province and the several districts have made in education during the last five years. The following statement gives the average number of square miles to every school, and the percentage of male scholars to male population of school-going age from 1886-87 to the year under report: —

Districts.	1886-87.		1887-88.		1888-89.		1889-90.		1890-91.	
	Average number of square miles to every school.	Percentage of male scholars to male population of school-going age	Average number of square miles to every school.	Percentage of male scholars to male population of school going age	Average number of square miles to every school.	Percentage of male scholars to male population of school-going age	Average number of square miles to every school.	Percentage of male scholars to male population of school-going age.	Average number of square miles to every school.	Percentage of male scholars to male population of school-going age.
Akola ...	11·4	24	10·4	25·2	9·7	25·9	9·5	26·1	8·4	30·2 (29 1)
Buldana ...	16·1	20·6	16·3	21·01	14·2	23·05	13·1	23·9	12·8	22·1 (24·04)
Basim ...	25·9	13·6	25·7	13·02	22·2	14·9	19·9	15·1	19·9	14·4 (15·9)
Amraoti ...	13·08	24 2	12·3	23·1	11·2	24 2	11·4	23·6	9·7	22·7 (25 9)
Wun ...	43·4	11·5	43·4	11·1	39·8	11·02	35·1	12·2	32 5	11·2 (13 4)
Ellichpur ...	20 5	25·06	19·7	24·9	18·6	25 2	18·3	26·3	17 6	26·2
Do. excluding Melghat.	[7·7]	[28·9]	[7·4]	[28·	[7 4]	[28·6]	[6·8]	[30·4]	[6 5]	[30·3]
Hyderabad Assigned Districts ...	18·6	20·4	17·8	20·4	16·2	21·3	15·6	21·7	14·3	21·· (23·2)

All the districts have been, on the whole, making steady progress during the last five years. The average number of square miles to every school has decreased in the Akola district from 11·4 to 8·4, in Buldana from 16·1 to 12·8, in Basim from 25·9 to 19·9, in Amraoti from 13·08 to 9·7, in Wun from 43·4 to 32·5, in Ellichpur from 20·5 to 17·6, and in the whole province from 18·6 to 14 3. With respect to the percentage of male scholars to male population of school-going age also there has been steady improvement. As the figures for the past year have been based on the census of 1891, and as the population in five of the six districts has increased, the percentages belonging to the year under report for those districts are apparently smaller than those of the preceding year. For the purposes of comparison I have entered in brackets the figures which would have been arrived at had the calculation been based on the census of 1881. These show that there has really been improvement in this respect in most of the districts during the year under report.

In Ellichpur district there has been only a slight change in the male population (from 162,590 to 162,866), and the percentage has not been affected.

Income of the department.

7. The income of the department from all the sources during the year under report is compared with the income in the previous year in the following statement :—

			Rs.	a.	p.	Rs.	a.	p.
Provincial Revenues		1889-90 ...	...			2,46,800	10	0
		1890-91 ...	...			2,39,778	3	3
Revenues from local sources.	Educational cess	1889-90 ...	1,06,952	10	3			
		1890-91 ...	1,00,530	4	7			
	Fees realized in high and middle schools	1889-90 ...	18,930	0	9			
		1890-91 ...	20,407	10	0			
	Do. in primary schools	1889-90 ...	35,448	6	9			
		1890-91 ...	36,203	7	6			
	Grants from town fund	1889-90 ...	1,731	2	6			
		1890-91 ...	1,717	1	5			
	Municipal contributions	1889-90 ...	12,684	15	9			
		1890-91 ...	13,285	12	11			
	Popular contributions	1889-90 ...	2,887	4	0			
		1890-91 ...	6,672	12	8			
	Miscellaneous	1889-90 ...	1,067	11	6			
		1890-91 ...	1,680	15	8			
		1889-90 ...	...			1,79,702	3	6
		1890-91 ...	...			1,80,528	0	9
Total		1889-90 ...	...			4,26,502	13	6
		1890-91 ...	...			4,20,306	4	0

The total income of the year was less than that of the preceding year by nearly Rs. 7,000, and the decrease in the amount drawn from provincial revenues is about the same. The total amount drawn from local sources has slightly increased, the increase of about Rs. 7,000 from other sources having been almost counterbalanced by a decrease in the income from the educational cess. Explanation regarding the figures entered above against the educational cess will be found in the next paragraph.

Receipts from the educational cess.

8. The following statement shows the demand on account of the educational cess and the actual receipts for the last two years :—

		Akola.			Buldana.			Basim.			Amraoti.			Wun.			Ellichpur.			Total.		
		Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs	a.	p.	Rs.	a.	p
Demand.	1889-90	27,812	2	2	15,781	0	11	9,941	11	3	24,807	0	0	8,946	2	8	14,773	9	3	1,02,061	10	3
	1890-91	27,807	9	11	15,769	11	1	9,937	9	6	25,011	0	0	8,992	0	6	14,782	3	9	1,02,300	2	9
Actual Receipts.	1889-90	31,096	13	7	16,350	12	10	9,614	0	3	25,035	7	0	8,945	15	7	15,909	9	0	1,06,952	10	3
	1890-91	27,752	2	3	15,123	12	5	9,125	9	9	25,090	13	1	8,962	1	2	14475	13	11	1,00,530	4	7

Demand has increased by about 238 rupees, and this difference calls for no remark. The actual receipts entered above against 1889-90 are taken from the Comptroller's statements published in a supplement to the *Residency Orders* of the 15th January 1891, and his monthly statements received in my office. The total decrease in the receipts amounts to about Rs. 6,000, but the difference in each district is too small to deserve notice.

It may be mentioned here that the amounts actually credited from the 1st April 1890 to the 31st March 1891 have been entered as receipts against 1890-91.

The assignments from the second instalment of gross land revenue for 1890-91, which were credited in the accounts for April 1891, will be considered as the cess receipts of the year 1891-92.

Fee receipts.

9. The next statement shows the amount of fees realized in all classes of Government schools in each of the last three years :—

Schools.	1888-89.			1889-90.			1890-91.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
High schools	4,706	0	0	5,002	8	0	5,847	0	0
Middle schools ...	14,014	6	0	13,927	8	9	14,560	10	0
Primary schools ...	34,817	4	9	35,448	6	9	36,203	7	6
Total ...	53,537	10	9	54,378	7	6	56,611	1	6

The total of the fees levied has increased in all classes of schools during the past year. In the last year's report it was stated that the fees had fallen off in middle schools in 1889-90. The receipts in that class of schools during the past year were greater than those of any of the two preceding years. On the whole there is an increase of Rs. 2,232-10-0, against the increase of Rs. 840-12-9 shown in the last report.

Municipal contributions.

10. The following statement shows the income of the municipalities in the province and the amounts spent by them on schools during the year under report :—

Municipality	Total income of the municipality,	Fees credited to the Municipal Fund.	Popular contributions, &c., to Municipal Board Schools.	Total income.	Expenditure.													Percentage of contributions to the municipal income.
					School establishment, grants-in-aid, &c.									Original works and furniture.	Repairs to schools.	Fees for boys.	Miscellaneous.	Total.	
					Government Anglo-Vernacular.	Boys' schools.				Girls' schools.									
						Primary.				Primary.									
						Government.	Municipal.	Aided.	Total.	Government.	Municipal.	Aided.	Total.						
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Akola	38,297 9 3	716 9 6	77 8 0	39,091 10 9	...	...	1,205 3 5	216 0 0	1,421 3 5	...	341 8 0	...	341 8 0	454 14 0	142 3 6	60 0 0	704 1 5	2,823 14 4	7·3
Akot	11,576 7 4	...	...	11,576 7 4	...	300 0 0	...	...	300 0 0	...	...	...	...	...	...	24 0 0	82 0 0	406 0 0	3·5
Khamgaon	33,649 11 0	508 12 3	21 3 3	34,179 10 6	...	...	1,616 4 0	128 14 6	1,745 2 6	...	480 12 4	...	480 12 4	182 14 11	183 0 3	3 13 0	524 0 9	3,069 11 9	9·1
Shegaon	7,474 4 9	...	....	7,474 4 9	120 0 0	125 0 0	...	...	245 0 0	...	...	...	...	121 0 0	41 0 0	...	58 10 4	465 10 4	6·2
Basim	7,003 8 0	...	...	7,003 8 0	...	...	...	...	...	96 0 0	...	...	96 0 0	...	...	...	...	96 0 0	1·3
Amraoti	51,361 2 10	1,002 7 9	4 0 0	52,367 9 10	...	...	1,419 14 3	149 11 6	1,569 9 9	...	525 10 10	...	525 10 10	351 1 10	...	...	1,849 6 6	3,795 12 11	7·3
Ellichpur	18,894 4 1	711 3 6	...	19,605 7 7	...	...	1,850 2 7	110 13 0	1,960 15 7	...	...	...	...	78 0 0	125 8 0	24 0 0	440 4 0	2,628 11 7	13·9
Total ...	1,68,256 15 3	2,939 0 3	102 11 3	1,71,298 10 9	120 0 0	425 0 0	6,091 8 3	605 7 0	7,241 15 3	96 0 0	1,297 15 2	..	1,393 15 2	887 14 9	491 11 9	111 13 0	3,158 7 0	13,285 12 11	7·8
Total for 1889-90 ...	1,99,896 12 9	2,899 7 9	133 3 0	2,02,929 7 6	120 0 0	300 0 0	5,620 12 3	538 4 0	6,579 0 3	96 0 0	1,070 8 10	72 1 0	1,238 9 10	1,696 3 7	209 3 2	87 3 0	2,874 11 11	12,684 15 9	6·3

There is a decrease in the income of all the municipalities, except those of Amraoti and Basim. The falling-off is most striking in Khamgaon, where the income has decreased from Rs. 58,753 to Rs. 33,649. The Vice-Chairman explains that this decrease is owing to the income for 1889-90 having been "enormously increased owing to the unusual receipts from the satta tax." The total income of the municipalities shows a decrease amounting to Rs. 21,640; but the expenditure on education has increased by about Rs. 1,600 The percentage of total expenditure to total income has increased from 6·3 to 7 8.

All the municipalities, except those at Akola, Akot and Basim, have increased their contributions. The Shegaon Municipality has sanctioned a sum of Rs. 125 as its contribution towards the maintenance of the local primary Marathi school. The municipality at Khamgaon has established two girls' schools without any aid from Government, and the committees at Akola and Amraoti have consented to contribute small sums towards the establishment of scholarships in their girls' schools. The Amraoti committee has also started a new school for boys in Bhusar Street.

As usual the largest amount is contributed by Amraoti, but Ellichpur is the first in the percentage of its contribution to its income.

Popular contributions.

11. The amounts contributed by the people for educational purposes are shown in the next table :—

District	School-houses.	Repairs to schools	Pay of teachers.	School furniture and other apparatus.	Gymnastic apparatus	Prize books, sweetmeats, slates, &c., to pupils	Library books and maps.	Fees for poor boys	Miscellaneous	Total.
	Rs.	Rs a p	Rs a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a p	Rs a p
Akola ...	1,940	5 1 0	241 12 0	115 0 0	3 0 0	87 2 0	4 8 0	201 4 0	195 7 0	2,793 2 0
Buldana ...	375	...	672 0 0	125 13 3	77 2 0	84 9 0	20 0 0	66 9 9	85 12 0	1,506 14 0
Basim ...	...		180 0 0	29 0 0	.	38 9 6	...	16 9 0	5 11 6	269 14 0
Amraoti ..	100	4 8 0	732 0 0	...	4 0 0	32 10 0	23 12 0	50 8 0	102 11 0	1,050 1 0
Wun	150	...	426 0 0	...	3 8 0	12 10 0	..	82 3 0	25 13 6	700 2 6
Ellichpur...	47	...	340 0 0	124 9 9	20 4 0	41 2 3	...	72 1 0	6 0 0	651 1 0
Total ..	2,612	9 9 0	2,591 12 0	394 7 0	107 14 0	296 10 9	48 4 0	489 2 9	421 7 0	6,971 2 6
Total for 1889 90	1,130	41 0 0	2,268 0 0	297 2 0	67 15 9	309 12 6	4 8 0	612 5 3	286 8 6	5,077 4 0

There is a satisfactory increase on the whole, and in every district except Basim.

The Deputy Educational Inspector of Basim says :—"People of this district are generally poor, and the few that are well to do are wanting in generosity to assist the schools voluntarily."

A sum of Rs. 1,200 was contributed for a building for the girls' school at Akot through the laudable exertions of Mr. Gabusing, Special Magistrate. Popatlal, a sahukar of Balapur, contributed for the local girls' school a building at a cost of Rs. 400. Urajmal Raghunath of Pimpulgaon Raja (Buldana) made a free gift of a building site belonging to him, valued at Rs 250, to the Marathi school at that place, and the Izaradar Patel of Lasina in the Darwa taluk gave over to the department a building of the value of Rs. 150. Kashirao, Deshmukh of Daryapur, has allowed the use of his house for a portion of the Anglo-Vernacular school for another year. All these men deserve the thanks of Government for their liberality.

Expenditure of the department.

12. The total expenditure on education in the province during the year under report is shown in the following statement :—

Heads.	Provincial revenues.	Educational Cess	Fees.	Town Fund	Municipal Fund..	Subscriptions	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a p.	Rs. a. p.	Rs a. p	Rs. a. p.
Direction	19,461 4 2	..	...	...	...	...	19,461 4 2
Inspection...	32,130 2 3	1,296 1 10	...	...	...	...	33,426 4 1
Government schools, general. — Secondary schools. — High for boys.	16,237 15 4	...	5,227 8 3	...	...	. .	21,465 7 7
Government schools, general. — Secondary schools. — Middle for boys.	42,534 9 11	...	12,278 5 6	69 1 2	120 0 0	796 12 2	55,798 12 9
Government schools, general. — Primary schools. — For boys.	81,296 0 0	68,858 1 0	20,902 1 6	73 11 10	490 0 0	2,469 1 9	1,74,089 0 1
Government schools, general. — Primary schools. — For girls.	980 4 4	4,649 7 9	954 6 7	834 4 5	128 0 0	96 2 9	7,692 9 10
Municipal Board schools — For boys.	. .	4,475 4 3	1,875 5 7	...	6,091 8 3	...	12,442 2 1
Municipal Board schools — For girls.	...	867 2 10	468 12 0	...	1,297 15 2	..	2,633 14 0
Grants-in-aid to public schools under private management... ..	18,121 15 9	...	...	720 0 0	629 7 0	. .	19,471 6 9
Training schools	9,780 10 3	...	...	...	.	. .	9,780 10 3
Scholarships	8,799 7 7	...	...	...	..	...	8,799 7 7
Government Book Depôt ...	525 4 8		...	..		...	—525 4 8
Buildings	10,538 0 10	45,817 10 1		...	232 9 5	2,387 0 0	58,975 4 4
School furniture			9,114 15 1	...		502 5 0	9,617 4 1
Miscellaneous	423 1 6	2,235 11 9	3,183 11 8	...	981 9 2	421 7 0	7,245 9 1
Total ...	2,39,778 3 3	1,28,199 7 6	54,005 2 2	1,747 1 5	9,971 1 0	*6,672 12 8	4,40,373 12 0
Total for 1889-90 ...	2,46,800 10 0	1,08,513 14 7	51,278 13 0	1,731 2 6	9,000 2 7	2,887 4 0	4,20,211 14 8
Difference ...	—7,022 6 9	+19,685 8 11	+2,726 5 2	+ 15 14 11	+970 14 5	+ 3,785 8 8	+ 20,161 13 4

* This does not include amounts contributed and paid into the treasury for school-houses, &c., the exact expenditure of which is not known in this office.

The total expenditure of the year was more than that of the preceding year by Rs. 20,000; but it will be observed that the expenditure from provincial revenues has decreased by Rs. 7,000, there being an increase in the amounts contributed from all the local sources.

Budget grant and actual expenditure.

13. The following statement shows the sanctioned budget grant and actual expenditure under each head;—

Provincial Revenues.

Head of expenditure.	Budget grant.			Actual expenditure			Excess.			Savings.		
	Rs.	a.	p	Rs.	a.	p	Rs	a.	p	Rs	a.	p.
Direction	18,586	0	0	19,461	4	2	875	4	2	...		
Inspection	31,680	0	0	32,130	2	3	450	2	3	...		
Government schools, general, High .	23,370	0	0	21,042	11	3	...			2,327	4	9
Government schools, general, Middle ..	60,259	0	0	54,835	10	5	...			5,423	5	7
Government schools, general, Primary .	82,221	0	0	81,976	4	4	...			244	11	8
Government schools, special	10,598	0	0	9,780	10	3	..			817	5	9
Scholarships ...	9,892	0	0	8,799	7	7	...			1,092	8	5
Miscellaneous. Government Book Depôt. .	16,506	0	0	13,969	10	11	...			2,536	5	1
Grants-in-aid ...	16,400	0	0	18,121	15	9	1,721	15	9			
Stationery and printing.	1,000	0	0	423	1	6	...			576	14	6
Total .	2,70,512	0	0	2,60,540	14	5	3,047	6	2	13,018	7	9
Deduct Deptl. receipts...	34,000	0	0	34,902	9	7	902	9	7	...		
	2,36,512	0	0	2,25,638	4	10	2,144	12	7	13,018	7	9
Deduct	...			..			...			2,144	12	7
Total savings ...	...			...			...			10,873	11	2
Add expenditure on school-houses, repairs, &c., not included in the Comptroller's figures, but communicated by the Examiner, Public Works Accounts ...	...			14,139	14	5	...			...		
Total ...	...			2,39,778	3	3	...			...		

Educational Cess.

	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs	a	p.
Clerks in the Deputy Educational Inspector's Office	1,200	0	0	1,296	1	10	96	1	10	...		
Govt. Schools—General.												
Primary schools for boys and girls . ..	*1,70,900	0	0	*1,59,083	6	7	...			11,816	9	5
Miscellaneous ..	649	0	0	1	11	6	...			647	4	6
Original works ..	58,245	0	0	45,817	10	1	...			12,427	5	11
School repairs ..	6,700	0	0	10,017	0	8	3,317	0	8	...		
Clerks in Deputy Commissioners' Office, Akola and Amraoti .	600	0	0	574	4	6	...			25	11	6
Superannuation allowance	...			1,659	11	9	1,659	11	9	...		
Total ...	2,38,294	0	0	2,18,449	14	11	5,072	14	3	24,916	15	4
Deduct increase ...	...			...			...			5,072	14	3
Net savings ...	...			...			...			19,844	1	1

* These amounts include the provincial and municipal contributions of Rs. 80,996 and Rs. 7,814-7-5 respectively for the establishments of primary schools.

The small excess under *Direction* is due to Mr. Barrett's substantive pay and acting allowance having been debited to the head in addition to my leave allowance for the first two months of the year. The excess under *Inspection* is owing to the appointment of an additional Sub-Deputy Inspector and to the leave allowances of some of the Deputy Educational Inspectors having been debited to the head in addition to the salaries of the officiating incumbents. The savings under the heads *High and Middle Schools, Training College* and *Scholarships* are due to the usual causes, *i.e.*, to some of the masters having drawn less than the sanctioned salaries and to smaller amounts having been drawn on account of exhibitions and scholarships. The excess under *Grants-in-aid* is due to the increase in the number of indigenous schools and to the improvement of the quality of instruction imparted in them.

It is satisfactory that savings under *School-houses*, the expenditure on which was met from the educational cess, were during the year much smaller than in 1889-90, and that nearly Rs. 46,000 were spent on the construction of buildings for primary schools against Rs. 26,000 in the previous year. The construction of school-houses is carried on under the supervision of the Public Works Department and of the Deputy Commissioners, and I am not always able to explain why the budget grant is not fully utilized.

The differences under other heads call for no remark.

Comparative statement of expenditure

14. The following is a comparative statement of expenditure from all sources under each head in the last two years :—

Heads	1889-90 Amount	1889-90 Per centage	1890-91 Amount	1890-91 Per centage	Increase	Decrease.
	Rs a p.		Rs. a p		Rs. a. p	Rs a. p.
Direction	22,168 9 6	5·2	19,461 4 2	4·4	..	2,707 5 4
Inspection ..	32,187 1 3	7 6	33,426 4 1	7·6	1,239 2 10	
Government schools, general. Secondary schools: High for boys	21,069 8 9	5 01	21,465 7 7	4 9	395 14 10	...
Secondary schools: Middle for boys	56,496 14 5	13 4	55,798 12 9	12 7	..	698 1 8
Primary schools: For boys .	1,71,278 1 7	40 7	1,74,089 0 1	39 5	2,810 14 6	...
Primary schools: For girls .	7,554 5 1	1 7	7,692 9 10	1 7	138 4 9	...
Municipal Board schools: For boys ..	11,348 1 11	2·7	12,442 2 1	2 8	1,094 0 2	...
Municipal Board schools: For girls	2,308 3 2	5	2,633 14 0	·6	325 10 10	...
Grants-in-aid to public schools under private management	17,602 15 9	4·1	19,471 6 9	4 4	1,868 7 0	
Government schools, special—Training schools.	9,494 3 8	2·2	9,780 10 3	2 2	286 6 7	...
Scholarships	9,046 0 7	2·1	8,799 7 7	2	...	246 9 0
Government Book Depôt	384 0 7	09	—525 4 8	...		909 5 3
Buildings	44,436 8 7	10 5	58,975 4 4	13 4	14,538 11 9	...
School furniture	8,619 0 2	2 05	9,617 4 1	2 2	998 3 11	..
Miscellaneous	6,218 3 8	1 4	7,245 9 1	1 6	1,027 5 5	...
Total .	4,20,211 14 8	...	4,40,373 12 0	...	24,723 2 7	4,561 5 3

The decrease under *Direction* is owing to the permanent Director being on leave during the whole of 1889-90 and consequently larger amounts having been drawn on account of his leave allowance and the salary of the acting incumbent in that year. The increase under *Inspection* has been already explained. The increases under the other heads are either too trifling to deserve any special remark or are the necessary result of the educational progress made, and of the increase in the number of school houses built, during the year.

Expenditure from fees realized in Government primary schools

15. The next table shows the expenditure incurred from fees realized in Government primary schools during the year.

District.	Balance at the beginning of the year.	Net receipts during 1890-91.	Other receipts on account of Savings Bank interest, &c., during the year.	Total.	Expenditure								Balance at the end of the year.
					Teachers.	Contingencies and prizes.	House-rent and repairs to schools.	Library books and maps.	Purchase and repair of furniture.	School compound and gardens.	Bonuses to successful teachers.	Miscellaneous.	Total.	
	Rs a. p	Rs a. p.	Rs a. p.	Rs a. p	Rs. a. p.	Rs a. p.	Rs. a. p	Rs a. p.	Rs. a. p.	Rs a. p	Rs. a. p	Rs. a p	Rs. a. p.	Rs. a. p.
Akola ..	11,353 8 11	9,647 8 3	470 0 0	21,471 1 2	805 10 9	2,343 11 0	285 0 6	435 3 0	2,444 3 1	451 12 0	596 0 0	325 12 0	7,687 4 4	13,783 12 10
Buldana ..	6,657 12 7	6,276 12 6	299 2 2	13,233 11 3	1,556 0 11	1,715 4 0	1,057 3 10	188 6 0	1,147 13 7	56 0 0	796 0 0	292 9 3	6,809 5 7	6,424 5 8
Basim ..	5,317 9 5	3,266 9 3	211 8 9	8,795 11 2	...	753 4 0	262 9 3	155 12 0	334 13 3	33 4 6	217 0 0	113 15 6	1,875 10 6	6,920 0 8
Amraoti	11,536 8 0	7,986 2 3	360 9 6	19,883 3 9	181 11 9	2,079 13 9	925 0 11	240 2 3	1,462 5 0	145 2 0	1,101 8 0	481 12 5	6,617 8 4	13,265 11 5
Wun ...	2,646 14 1	3,547 4 6	90 0 0	6,284 2 7	17 0 6	758 11 3	1,181 10 11	41 15 0	213 8 0	148 8 0	155 8 0	674 7 4	3,191 5 0	3,092 13 7
Ellichpur	8,323 8 7	5,479 2 9	249 11 3	14,052 6 5	...	1,541 1 0	1,108 0 0	247 2 0	855 5 6	101 7 0	169 0 0	79 11 4	4,101 10 6	9,950 11 11
Total .	45,835 13 2	36,203 7 6	1,680 15 8	83,720 4 4	2,560 7 11	9,196 13 0	4,819 9 5	1,308 8 3	6,458 0 5	936 1 6	3,035 0 0	1,968 3 9	30,282 12 3	53,437 8 1
Total for 1889-90.	37,983 10 0	35,348 6 9	1,067 11 6	74,499 12 3	1,880 0 8	8,902 8 4	6,255 1 4	1,369 2 6	6,060 10 2	918 11 3	2,038 15 0	1,298 13 10	28,663 15 1	45,835 13 2

The balances have increased in all the districts except Buldana. It is necessary to debit to this fund the cost of repairing primary school-houses and utilize the educational cess thus relieved in opening new schools. On this subject I shall address you separately.

Receipts and disbursements

16. The receipts and disbursements of the department may be summarized as follows :—

Receipts.

		Rs	a	p.	Rs.	a.	p.	Rs.	a.	p
Balance on 31st March 1890.	In the Treasury ...	1,39,291	2	8						
	In the Post Office Savings Bank ...	45,835	13	2						
					1,85,126	15	10			
Amount drawn in the year from general revenues.	From departmental budget grant ...	2,25,638	4	10						
	From Public Works grant	14,139	14	5						
					2,39,778	3	3			
Receipts from the Educational Cess ..		...			1,00,530	4	7			
Receipts from fees and other sources.	The amount that passed through the treasury	22,154	11	5						
	That did not pass through the treasury	57,843	0	9						
					79,997	12	2			
								6,05,433	3	10

Disbursements.

Direction		19,461	4	2						
Inspection		33,426	4	1						
Instruction (including all charges other than Direction and Inspection) ...		3,87,486	3	9						
					4,40,373	12	0			
Balance on 31st March 1891.	In the Treasury ...	1,11,621	15	9						
	In the Post Office Savings Bank ...	53,437	8	1						
					1,65,059	7	10			
								6,05,433	3	10

The decrease in the balance in the treasury is about Rs. 30,000, which is owing to a considerable amount from the educational cess having been spent on school-houses during the year (*vide* paragraph 13).

II.—Controlling Agencies.

17. During the year under report Mr Arthur Barrett of the Bombay Educational Department, who officiated as Director of Public Instruction during my absence on furlough on medical certificate, was on duty for two months and 12 days, and I resumed charge on the 13th of June 1890.

During the year I passed through portions of all the districts except Wun, and visited 201 schools of all classes including the schools at Akola and Amraoti which I had inspected before I commenced my tour. I travelled 490 miles by rail and 664 by road.

18. The work of Mr. Vishnu Moreshwar Mahajani, M. A., Educational Inspector, was, as usual, characterised by great energy and unremitting zeal. He thoroughly examined the 21 Anglo-Marathi schools and the Catholic school at Amraoti. He also inspected all the three Anglo-Urdu schools and a large number of primary schools, besides assisting in the annual examination of the high schools and examining candidates for vernacular scholarships. The Anglo-Marathi schools are specially under his charge, but his assistance in

inspecting primary schools, and thus practically testing the work of the Deputy Educational Inspectors, is valuable. The value of his visits to primary schools may be judged from the following extract from paragraph 43 of his report.—

"Wherever from a perusal of the remarks entered by different officers in the Visitors' Book, or from my inspection, I found that a certain subject was not properly taught, I have shown the master how to teach it. In some schools I have asked masters to teach a portion of a subject in my presence; and I have then taught the same portion. In other schools I have shown the masters how to keep order in class, how to secure the co-operation of the villagers, &c. In this way I have succeeded in pointing out the weak points of a master, and showing how to remove them, better than I should have done by any amount of lecturing."

The Educational Inspector paid 269 visits to schools of all classes, travelling 1,478 miles by rail and 1,063 by road.

Changes in the inspecting staff.

19. The following changes took place in the staff of the subordinate inspecting officers during the past year.—

Mr. Vinayek Ramchendra Bhatwadekar, Deputy Educational Inspector of the Wun district, retired on the 9th May 1890, and Mr. Nilkanth Narayan Bhat, Principal of the Training College, was appointed to succeed him. Mr. Balaji Narsinha Mudholkar, Deputy Educational Inspector of the Buldana district, was granted leave on medical certificate for 8 months, commencing from the 1st August 1890, and Mr. Hari Moreshwar Shevde, Head Master of the Anglo-Vernacular school at Malkapur, was first appointed to officiate for him, but in February he was permitted to revert to his substantive appointment, and Mr. Shridhar Ramchundra Pimpulkhare, Head Master of the Anglo-Vernacular school at Amraoti, was appointed to officiate till the end of March. Mr. Kesheo B. Palekar, Deputy Educational Inspector of the Ellichpur district, has been granted leave on medical certificate for 10 months with effect from the 14th August 1890, and Mr. Purshottam Ganesh Kelkar, Officiating Head Master of the Anglo-Marathi school at Ellichpur cantonment, has been appointed to officiate for him At the commencement of the year, there was only one Sub-Deputy Educational Inspector, and he assisted the Deputy Educational Inspectors of the Akola and Amraoti districts. During the year under report his services were, under instructions from the Resident, wholly placed at the disposal of the Deputy Educational Inspector of the Akola district, and the Resident was pleased to sanction the appointment of an additional Sub-Deputy Educational Inspector for Amraoti and Buldana districts. Mr. Govind Narayen Chikate, Head Master of the Anglo-Vernacular school at Balapur, was appointed to the post, and he took charge of the office on the 1st November 1890.

Work of the subordinate inspecting officers.

20. The following table shows the work of all the Deputy and Sub-Deputy Educational Inspectors during the year under report.—

Deputy and Sub-Deputy Educational Inspectors.	Area of the district in square miles.	Description of schools.	No. of schools in the district on 31st March 1891.	No of schools inspected.		Total No. of visits to all schools	No. of scholars on roll on 31st March 1891.	No. examined at the first inspection.	No. of days in the district.	No. of miles travelled.			Distance travelled by ordinary road for each visit.
				Once.	Twice and more than twice.					By rail.	By road.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Deputy Educational Inspector, Akola District..	2,660	Government—Middle schools—Boys .. .	7	4	3	10	1,146	41	179	412	1,125	1,537	4·7
		Do. Primary Schools—Boys and girls .	164	127	6	139	8,733	2,628					
		Jail schools	1	..	1	2	38	35					
		Municipal Board schools—Primary—Boys and girls .	11	4	6	19	1,260	369					
		Under private management—Do. do. .	152	69	...	69	3,159	1,140					
		Total .	335	204	16	239	14,336	4,213	179	412	1,125	1,537	4·7
Do. do. Buldana District	2,804	Government—Middle schools—Boys .. .	4	1	1	3	980	...	198	471	1,219	1,690	7·4
		Do. Primary schools—Boys and girls	105	60	13	88	5,333	1,820					
		Under private management—Primary—Boys and girls.	112	73	...	73	2,134	941					
		Total ..	221	134	14	164	8,327	2,761	198	471	1,219	1,690	7·4
Do. do. Basim District	2,958	Government—Middle schools—Boys	1	1	.	1	317		173	...	1,638	1,638	10·1
		Do. Primary schools—Boys and girls	56	52	4	60	2,803	1,313					
		Under private management—Primary—Boys and girls	93	99	1	101	1,392	697					
		Total ..	150	152	5	162	4,512	2,010	173	..	1,638	1,638	10·1
Do. do. Amraoti District..	2,739	Government—Middle schools—Boys	6	5	...	5	1,163	31	175	248	577	825	2·6
		Do. Primary schools—Boys and girls .	117	74	...	74	6,479	1,874					
		Jail schools	1	1	.	1	42	39					
		Municipal Board schools—Primary—Boys and girls	8	3	5	16	863	425					
		Under private management— Do. do. ..	161	123	...	123	3,408	1,304					
		Total ...	293	206	5	219	11,955	3,673	175	248	577	825	2·6
Do. do. Wun District ...	3,907	Government—Middle schools—Boys ..	2	2	.	2	250	.	196	224	1,321	1,545	10
		Do. Primary schools—Boys and girls	59	43	16	79	2,993	1,494					
		Under private management—Primary— do. ..	62	46	2	50	888	421					
		Total ...	123	91	18	131	4,131	1,915	196	224	1,321	1,545	10
Do. do. Ellichpur District..	2,623	Government—Middle schools—Boys ..	4	2	2	9	517	17	169		1,080	1,080	5·1
		Do Primary schools—Boys and girls	85	56	29	125	4,134	1,854					
		Municipal Board schools—Primary do. .	6	1	5	13	553	262					
		Under private management— Do. do. . .	55	58		58	1,288	573					
		Total ..	150	117	36	205	6,512	2,706	169	...	1,080	1,080	5·1
Deputy Educational Inspector, Hindustani Schools, Hyderabad Assigned Districts.	17,711	Government—Middle schools—Boys	3	6	1	(a) 8	117	80	203	671	1,246	1,917	7·7
		Do. Primary schools—Boys and girls ..	69	103	8	(a) 219	3,372	1,364					
		Municipal Board schools—Primary do.	10	5	4	14	845	329					
		Under private management— Do. do.	23	21	..	(a) 21	475	78					
		Total ..	105	135	13	162	4,809	1,851	203	671	1,246	1,917	7·7
Sub-Deputy Inspector, Akola District	..	Government—Primary schools—Boys and girls .	.	112	1	114	..	4,001	170	207	1,074	1,281	4·9
		Municipal Board schools—Primary— do.	...	7	...	7	...	285					
		Under private management— Do. do. ..	...	97	...	97	...	1,491					
		Total ..	..	216	1	218	..	5,777	170	207	1,074	1,281	4·9
Sub-Deputy Inspector, Amraoti and Buldana Districts.	...	Government—Middle schools—Boys . ..	..	4	.	4	...		145	182	819	1,001	5·6
		Do. Primary schools—Boys and girls ..	.	89	.	89	...	2,122					
		Municipal Board schools—Primary do. .	..	5	..	5	...						
		Under private management— Do. do. .	...	60	.	60		598					
		Total		158	..	158	...	2,720	145	182	819	1,001	5·6
		Grand Total	..	1,413	103	1,658	.	27,626	1,608	2,415	10,099	12,514	
		Total for 1889-90 ..		1,062	207	1,560	.	25,471	1,448	2,252	10,219	12,471	.

(a) Includes visits paid to Anglo-Marathi and Marathi schools

In Amraoti, Basim and Ellichpur, there is a satisfactory increase in the number of visits paid to schools, number of boys examined, and number of days in the district; and in all these districts, except Ellichpur, the number of miles travelled has also risen. The work of Messrs Bapat and Rishi continues to be satisfactory. Mr. Kelkar has shown by carefully studying and faithfully carrying out departmental standing orders that he is fit to be a permanent Deputy Inspector.

The work of the Sub-Deputy Inspector of the Akola district continues to be satisfactory. I have myself inspected many schools previously examined by him, and am glad to be able to say that the care bestowed by him on his inspections is highly praiseworthy.

There is a falling-off under every head in the work of the Deputy Educational Inspector of the Akola district. As the Sub-Deputy Educational Inspector's services have been wholly made over to him, it was to be expected that the number of pupils examined at the first inspection should fall off, but I must confess that I did not expect any decrease in the number of days in the district and in the number of miles travelled. There is no doubt, however, that the district is a large one involving much office work, and that the actual work performed is nearly up to the mark.

In Buldana there is a falling-off under every head except the number of days in the district which has increased from 176 to 198. This confirms the opinion previously formed by me regarding one of the officiating incumbents. He wasted much time in the district and seemed to be too slow to be a practical Deputy Educational Inspector. Mr. Pimpalkhare, however, worked very hard during the short time he was officiating, and did his best to make up for the lost time.

Mr. Bhat, whose work was commented on unfavourably by Mr. Barrett last year, has done well this year. I concur in the opinion of the Deputy Commissioner that though the Deputy Educational Inspector was appointed a Charge Superintendent of Census Operations, which interfered a good deal with his school inspection work, the amount of inspection work done by him was satisfactory.

The Hindustani Deputy Educational Inspector has much work to do and is not able to finish his inspections before March. The question of relieving him of some of his work will be separately dealt with.

All the Deputy Educational Inspectors assisted me in examining the high schools and they cheerfully did the work which they were asked to do. Most of the Deputy Commissioners speak highly of the services rendered by the District Deputy Educational Inspectors.

Visits of district officers and their assistants.

21. The number of visits paid by the Deputy Commissioners and their assistants to schools in their districts is shown below :—

Officers.	Akola.	Buldana.	Basim.	Amraoti.	Wun.	Ellichpur.	Total No. of visits.	
							1890-91	1889-90
Deputy Commissioners ...	36	25	24	36	25	47	193	149
Assistant and Extra Assistant Commissioners ...	37	68	22	40	8	55	230	110
Tahsildars	125	58	42	33	27	39	324	330
Total ..	198	151	88	109	60	141	747	589

There is an increase in the number of visits paid to schools by Deputy Commissioners in every district except Akola. The most marked increase is in Ellichpur, where the Deputy Commissioner paid 47 visits, against 19 last year.

The total number of visits paid by Assistant and Extra Assistant Commissioners has more than doubled itself, the number having increased in every district except Akola, in which there is a falling-off from 47 to 37. The number of visits paid by Tahsildars has risen in Buldana and Basim, but it has fallen off in the other four districts.

Municipal and School Committees,

22. The municipal committees generally continue to take interest in the well-being of the schools entrusted to their care, and the Khamgaon Committee deserves special mention. Captain Davies, the late chairman of the committee, who took keen interest in education, exerted himself successfully to create a desire for female education amongst the Muhammadans and Marwaries of the town, and two girls' schools for those communities were opened by you in December last

23. The number of visits paid by the school committees to schools during the last five years is given below :—

District.	1886-87.	1887-88.	1888-89.	1889-90.	1890-91.
Akola...	110	140	228	290	316
Buldana	68	163	97	115	118
Basim	98	135	194	189	159
Amraoti	119	110	85	129	120
Wun	61	78	61	83	79
Ellichpur	136	132	119	236	232
Total ...	592	758	784	1,051	1,024

There is a falling-off in the number of visits paid to schools by school committees in every district except Akola in which there is a satisfactory increase. If, however, the visits paid during the past year be compared to those paid in 1886-87, it will be found that there is an increase everywhere. The usefulness of the school committees must depend on the education of the individual members, and the more educated men we get to serve on the committees the greater will be their usefulness.

I am also of opinion that much depends on the ability and tact of the masters and on the way in which the members are treated by Government officers when they visit the schools. I have seen many places in which good masters have been able to secure the cordial co-operation of the committees. Instances are also not wanting of bad masters explaining away their incompetence by attributing the unsatisfactory state of their schools to the apathy of the school committees.

All the inspecting officers agree in saying that there are some good committees in their districts, and we can only hope that the number of such bodies will gradually rise.

The difference of opinion among the inspecting officers regarding the usefulness of the school committees may be seen from the following extracts. The Educational Inspector says :—

"The school committees generally take but little interest in their schools. But a few committees and members of committees form an honourable exception. Mr. Gabusing, President of the school committee at Akot, frequently visits the schools and occasionally gives prizes to the boys. The school committees at Jalgaon, Chikhli and Daryapur occasionally visit the schools and write remarks. The only committee that regularly visits the school, *i. e.*, monthly, is that at Murtizapur presided by Kisan Rao, Deshmukh. The members examine the classes in some subjects, make remarks upon the rise or fall in attendance, give help to the masters in securing it, and generally prove useful. It is the one committee whose services and interest in the cause of education I highly commend to your notice. The other committees help the masters only when some money is required, *e. g.*, when the popular contribution for the pay of an extra assistant is to be collected, or when some small sum is to be collected for the payment of fees of very poor boys, &c."

The Deputy Educational Inspector of the Akola district writes —

"It is satisfactory to observe that the number of visits paid by school committees is steadily increasing on the whole. The increase in the number of visits is, it will be admitted, a sure sign of the warmth of the interest they take. These bodies serve as very useful media between the Government officers and the village people. They settle differences between the schoolmasters and the villagers and assist the officers in overcoming the prejudices of the ignorant people. As they know that they are invariably consulted and much weight is attached to their opinion, they take delight in doing their work."

The Buldana Deputy Educational Inspector says :—

"These bodies, which were once considered of doubtful utility, are becoming more and more useful At least this holds good in the case of many school committees. While serving as wholesome checks on the masters, the members are often their friends and advisers in times of difficulties. It is through their means that we are enabled to make arrangements for meeting emergent cases, to collect subscriptions, induce hesitating parents to send their children to school, and do several other things for the well-being of the schools in their charge. It is true there are still some committees which are worse than useless, but happily the number of such is becoming smaller year by year."

For some reason or other the Amraoti district is backward in this respect. The visits paid by the school committees in that district in the past year were not only less than in the year 1889-90, but the comparison between the number of visits paid in the year under report and in 1886-87 shows only an increase of one. The Deputy Educational Inspector says :—

"From the experience of many years, I am constrained to observe that the institution of school committees has not proved to be of any very great practical use to the schools; I mean that it has not quite fulfilled its expectations. In some cases the school committees have done greater harm than good owing to misunderstanding between the masters and the committees Having had to choose members on the spot, many school committees thus appointed are to be found hardly capable of taking any very intelligent interest in the school affairs. Persons not on good terms with one another happen to be members of the same committee. In such cases a member who imagines or believes that the master is inclined more towards his opposite side becomes opposed to the school, which suffers for it."

I give below the names of the school committees or particular members reported to have given real assistance to schools during the year :—

District.	Names of school committees or individuals.
Akola ...	Gabusing Jamadar, a Special Magistrate of Akot and president of the school committee, Ghulam Hussain, another Special Magistrate, Popatlal, president of the female school committee at Balapur, Anandrao Ambadas of Balapur, Bansilal Panachand of Balapur, Panachand Nathusa of Balapur, Dinanath Gopal of Jalgaon, Maruti Bulwant of Danapur; Mukundrao, Deshmukh of Mundgaon, Khushalrao, Deshmukh of Andura, Shriram Khetsidas of Antri-Malkapur.
Buldana ...	The committees at Malkapur, Pimpalgaon-Raja, Badner-Bholji, Warkhed, Fattekhelda, Dhad and Sowna. Individuals—Khan Bahadur Khwaja Badruddin, Special Magistrate of Malkapur, Rustumrao Deshmukh of Budner-Bholji, Chandrabhan, Patel of Warkhed, Hari *walad* Narayan, Patel of Fattekhelda, and Amrit Shripat, Kulkarni of Sowna.
Basim ...	The committee at Pusad; Shesharao Raghav Deshpande and Nagorao Bhagarao, presidents of the school committees at Shirpur and Pophali respectively.
Amraoti ...	Committees at Murtizapur, Mangrul Dastgir, Buroor, Badnera, Dattapur, Sendurjana (Chandur), Sendurjana (Morsi).
Wun ..	Committees at Yeotmal, Kalam, Babulgaon, Nair, Darwa, Lohi, Watphali, Bori, Zadgaon, Wadki, Wun, and Punwat. Individual—Izaradar Patel of Lasina.
Ellichpur ...	The committees at Karajgaon (Marathi and Hindustani), Shirasgaon Bund, Dewulwada, Babhali, Khanalla, and Lakhad. Individuals—Madhavrao, Deshmuk of Badner Gangai; Shekh Daud, Mulla of Babhali; Hansdar Khan of Shirasgaon Kasba, Bhongaji *walad* Mendhaji, Patel of Shirasgaon Bund, Balaji Sadashiv of Brahmanwada, and Atmaram Sadashiva Pandya of Sowlapur.

III—University Education.

Berar University scholars.

24. The following statement shows the number of students holding Berar scholarships in the colleges of the Bombay presidency on the 31st March last and at the close of the previous year :—

Names of colleges.	Number of scholars on 31st March		Number who passed during the year			
	1890.	1891.	P. E.	First B A.	Second B A.	Total.
Deccan College	2	3	2	1	...	3
Fergusson College ...	4	5	1	...	...	1
Grant Medical College ...	1	* 1	...	...	...	...
Total ...	7	9	3	1	..	4
Total for 1889-90 ...			3	...	...	3

* This pupil has passed the Second Examination in Medicine.

In consequence of the recent ruling of the University making it compulsory for students to study in the Arts colleges for four years before they appear for the final B. A. examination, the Resident has been pleased to make the Berar University scholarships tenable for four years instead of for three.

It will be observed that three students passed the P. E. examination. These are the students who were granted scholarships in January 1890. Of the three students who were reported in the last report to have passed the P. E. examination, one has passed the first B A., one, though unsuccessful at the examination, has been allowed to retain his scholarship on the recommendation of the Principal of his college, and the third has forfeited it. Of the students from the Berar high schools who did not hold Berar scholarships in the year under report, two passed the P E. examination, four passed the first B. A. examination, four graduated in Arts, and one, Mr Mahadeo Gangadhar Damle, passed the LL.B. examination and is practising as a pleader at Amraoti.

As directed in paragraph 7 of the Resident's review of the last report, the following information has been obtained as to what has become of the students who have gone up to the University since 1872, when Berar students passed the matriculation examination and obtained University scholarships for the first time :—

From 1872 to 1889, 91 students went up to the University from the Berar high schools. Of these, 5 graduated in Law, 17 in Arts (2 having become M A's and 15 B.A's), 2 in Civil Engineering and 2 in Medicine. 34 passed University examinations higher than the matriculation but did not get degrees, and the remaining 34 men passed no higher examination.

The following account may be given of the 26 graduates mentioned above : —Of the 5 LL B's 4 are High Court Pleaders in Berar and 1 is dead ; of the 2 M.A's one is employed as a professor in a private institution in Poona, and the other† is studying for his LL.B ; of the 15 B.A's 7 are studying for the LL.B. examination, 4 are employed in Berar (one as Clerk of Court to a Deputy Commissioner, one as Tahsildar, one as acting head master of a high school, and the fourth as an assistant master in a high school), two hold respectable posts in Native States, and two are employed in the Revenue Department of the Bombay presidency ; of the two men who have graduated in Medicine, one is employed as a medical officer in a Native State, and the other is a private practitioner at Amraoti. The two men who have graduated in Civil Engineering are employed in the Public Works Department of the Bombay presidency. Of the 68 under-graduates, 23 are continuing their studies, 6 are dead, 28 are serving in Berar (12 in the Educational Department, 12 in the Revenue and Judicial Departments, 2 in the Public Works Department, and 2 under Municipal Committees and District Boards), 2 are Pleaders in Berar, 4 are employed in the Bombay presidency, 2 in Native States and 3 are without employment.

†Since the above was written he has been appointed substantive *pro tem.* Professor of History and Political Economy in the Elphinstone College.

IV.—School Education—General.

(*a.*)—*Secondary Schools.*

Attendance and cost of secondary schools.

25. The following table gives the usual particulars of attendance and cost of all the secondary schools in the province for the last two years:—

No. of Institutions on 31st March.		Schools.	No. on roll on 31st March		Average No. on roll monthly during		Average daily attendance during		Direct expenditure from Provincial Revenues.		Fees.		Town and Municipal Funds and Subscriptions.		Total.		Annual cost of educating each pupil. Total cost.		Cost to Provincial Revenues.	
1890.	1891.		1889.	1890.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.
									Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
1	1	Akola High School ...	160	182	130	135	105	129	8,330 8 1	8,531 15 5	1,901 11 6	2,309 12 0	...	...	10,232 3 7	10,841 11 5	78 10 1	69 15 2	24 0 0	55 0 0
1	1	Amraoti High School.	196	215	184	193	159	174	8,172 8 8	7,705 15 11	2,674 12 6	2,917 12 8	...	...	10,847 5 2	10,623 12 2	58 15 3	53 10 6	44 6 0	38 14 8
24	24	Middle or Anglo-Vernacular Schools.	4,160	4,279	3,913	4,117	3,061	3,236	43,141 4 10	42,534 9 11	12,358 6 1	12,278 5 6	897 3 6	985 13 4	56,496 14 5	55,798 12 9	14 7 9	13 8 10	11 0 4	10 5 4
		Total ...	4,516	4,674	4,227	4,470	3,346	3,539	59,634 5 7	58,773 9 3	16,934 14 1	17,505 13 9	897 3 6	985 13 4	77,566 7 2	77,264 4 4	18 5 7	17 4 7	14 1 8	13 2 4

There is a satisfactory increase in the number on the roll and the average daily attendance in both the high schools; and the Anglo-vernacular schools also have improved in this respect. A greater portion of the total expenditure of the year in both the high schools was borne by fees than in 1889-90, and the total expenditure as well as expenditure from provincial revenues has fallen off in all the secondary schools except the Akola High School.

The total annual cost of educating each pupil, as also the cost to provincial revenues, is less than in the preceding year in each of the high schools and in the Anglo-vernacular schools.

High schools.

26. The following table gives the results of the examinations in the last two years of all the classes in the two high schools:—

High schools.		Matriculation Class.					Standard X.				Standard IX.				Standard VIII.				Total.				
		On roll. *	Examined.	Passed.	Berar scholarships won.	Prizes gained.	On roll. *	Examined.	Passed.	Prizes gained.	On roll. *	Examined.	Passed.	Prizes gained.	On roll. *	Examined.	Passed.	Prizes gained.	On roll. *	Examined.	Passed.	Berar scholarships won.	Prizes gained.
Akola	1889-90	26	13	6	2	2	25	18	5	3	40	31	16	4	46	35	15	1	137	97	45	2	10
	1890-91	22	13	10	3	3	32	26	11	2	55	40	24	2	51	37	21	1	160	116	66	3	8
Amraoti	1889-90 ...	34	18	8	1	1	41	32	14	6	65	51	22	3	66	56	47	8	206	157	91	10	18
	1890-91 ...	31	14	5	...	1	34	31	14	7	63	64	40	6	68	59	34	8	196	168	93	..	22
Total	1889-90 ...	60	31	17	3	3	66	50	19	9	105	82	38	7	112	91	62	9	343	254	136	3	28
	1890-91 ...	53	27	15	3	4	66	57	25	9	118	104	64	8	119	96	55	9	356	284	159	3	30

* In the beginning of the official year.

Matriculation.

27. The result of the matriculation examination is again satisfactory, and very creditable to the Akola High School. This year Akola passed 10 boys and Amraoti only 5. All the three Berar University scholarships were gained by students from the Akola High School, but an Amraoti High School boy gained the Sinclair Prize for the highest number of marks in Sanskrit. It is gratifying to find that the Officiating Head Master has kept up the credit of the Akola High School. The Head Master of the Amraoti High School says:—

"The failure of three of our boys appears to me to be inexplicable. The present first class, however, gives hopes of better success in December next."

Seven of the passed boys have joined the Arts colleges in the Bombay presidency, one has joined the pupil-teachers' class lately started in the Amraoti High School, four are studying for the Berar pleaders' examination, two have been employed in the Educational Department, and one has been engaged in a mercantile firm.

Results of the examination of the lower classes.

28. The results of the examination of the lower classes were on the whole more satisfactory in the year under report than in the previous year, as 144 boys passed in 1890-91 against 119 in 1889-90. The number of passes in standard X has increased from 19 to 25, and in standard IX from 38 to 64, but there is a slight falling-off in the results under standard VIII in which 55 boys passed against 62 in 1889-90. It is stated by the head masters as well as by the Educational Inspector that in some of the subjects the test was rather severely aplied this year, and that if this had not been the case more boys would have passed. One of the experienced examiners retired in the beginning of the year, and two others were on leave at the time of the examination, and hence it was necessary to take the assistance of other than the usual examiners. From my visits to the high schools it appeared that the teachers were doing their best.

A remark made by Mr. Barrett in paragraph 27 of the last year's report has led to a salutary change in the rules under which prizes are awarded to the pupils of the high schools. The Resident has decided that no prizes shall be awarded to a boy who has passed with the aid of grace marks.

High school scholarships and exhibitions.

29. The competitive examination for vernacular scholarships was held on the 2nd January 1891 and following days. Twenty-one candidates appeared on the Marathi side and 5 on the Hindustani side. One student from Akola and two from Amraoti came out successful on the Marathi side, and a Muhammadan student from the Amraoti High School got the Urdu scholarship. All the 35 exhibitions attached to the high schools were filled up on the 31st March 1891.

Boarding-houses.

30. The following is a comparative statement for the last two years of the boarding establishments attached to the high schools :—

Locality,		No. of boarders on 31st March		Average monthly No. of boarders during		Average monthly cost for each boarder.					
		1890.	1891.	1889-90.	1890-91.	1889-90.			1890-91		
						Rs.	a.	p.	Rs.	a.	p.
Akola ...	Hindus ...	43	41	36	40	4	11	7	4	7	10
Amraoti ..	Hindus ...	30	44	38	37	5	9	7	5	2	11
	Muhammadans ...	12	8	13	9	2	2	6	2	14	2

In Akola there is a slight falling-off in the number of boarders, but a small increase in the average monthly number. In Amraoti there is a rise in the number of Hindu boarders, while there is a slight decrease in the average monthly number. In both the Hindu institutions there is a decrease in the average monthly cost. The number of Muhammadan boarders in the Amraoti High School has fallen off, and their average monthly cost has increased.

The question of accommodation for resident masters both at Akola and Amraoti is still under consideration. When these masters are appointed the number of boarders is likely to increase.

An application for additions and alterations to the boarding-houses of the Akola High School and the Training College and for quarters for a resident master has been approved by the Resident in the Civil Department and forwarded for further disposal to the Public Works Department. An application for additional accommodation at Amraoti has also been submitted.

Monitorial and prefect systems.

31. The introduction of the monitorial and prefect systems into high schools and boarding-houses are reported to have worked satisfactorily in both the high schools. The Officiating Head Master of the Akola High School writes :—

"The monitorial system was in force in the school and boarding-house for a long time. I have introduced the prefect system in the school, and both the systems have been given a new life. To base these systems on sound footing, I called for a copy of rules in force in the Elphinstone High School on the subject, and, bearing their drift in view, I have framed rules adapted to the special circumstances of this school. These rules bear on discipline

and define the duties of prefects and monitors. Two monitors are appointed in each class to keep peace, to look after the behaviour of their class-fellows in the absence of the master, and to do other routine duties in school hours. Five well-behaved and grown-up boys under standard XI are appointed prefects for the whole school, and three of these are appointed prefects for the boarding house also. Their duties in general are to check any play of mischief on the part of boys, to enforce discipline and order among all of them whether in class rooms or outside. In the boarding-house a monitor is appointed for every room who looks after the behaviour of his comrades, checks their mischievous propensities, and sees that they study. Three prefects for the boarding-house exercise general supervision. One of these prefects is also the head manager. To check mischief and enforce obedience on the part of boys, certain powers are given to prefects and monitors, and I see that these powers are used with discretion and judgment."

Middle class schools.

32. The Anglo-Marathi school at Malkapur still continues to teach the first two standards of the high school course. The 9th standard class was, as usual, examined last October with the pupils of the high schools studying the same standard, and the 8th standard class was examined by the Educational Inspector at his annual inspection of the school. The result of the 9th standard class was that all the five boys examined passed the test. The result of the 8th standard was five passes out of 16 examined. The 9th standard class has done better this year than during the two previous years; but the lower class has done indifferently. This was owing to too many changes in its master during the year.

During the year under report there were four other Anglo-vernacular schools allowed to teach the first of the high school standards, *viz.*, the 8th. The results of the examination of the classes learning this standard at the high school examination in October last are given in the following statement:—

Name of school.	1889-90.		1890-91.	
	No. examined.	No. passed.	No. examined.	No. passed.
Ellichpur Cantonment Anglo-vernacular school	14	9	9	4
Basim Anglo-Vernacular School ...	5	5	11	4
Mehkar do. ...	8	3	9	2
Jalgaon do. ...	5	5	4	2
Total ...	32	22	33	12

The results of the examination of 1889-90 were very satisfactory, as 22 boys passed out of 32 examined; but this year all the schools have done indifferently as only 12 boys have passed out of 33 examined. This is partly due to the changes in the masters and partly to the severity of the test. The teachers of all the classes except that at Mehkar were changed during the year. I never allow temporary movements of teachers from place to place except when they are absolutely necessary. When the responsibility for the result of a class is divided, it is almost always found that the result is unsatisfactory. The desire to give temporary promotion to deserving men is laudable, but it should, in my opinion, be never done at the sacrifice of the schools. Messrs Kelkar, Limaye and Dhole did well enough in their former schools, but failed to show good results at the schools to which they were temporarily appointed. If these men could have been appointed for one year in the first instance, the results would, doubtless, have been more satisfactory; but as it was, the acting appointments have proved to be unfortunate. I have recently proposed that the salaries of masters in the Anglo-vernacular schools should be made personal. If this be sanctioned, such movements as I have alluded to will be rendered unnecessary.

The Resident has ruled that the teaching of the high school standards in the Anglo-vernacular schools should be discontinued unless the people pay the full salary of a teacher fully qualified to teach standard VII.

Results of examinations in the standards of the middle school course.

33. The following table gives the results of the examinations in all the standards of the middle school course as compared with those of the last year:—

Year.	Standard VII.		Standard VI.		Standard V.		Total.	
	No. examined	No. passed.	No. examined.	No. passed.	No. examined.	No. passed	No. examined.	No. passed.
1889-90	227	152	424	219	525	279	1,176	650
1890-91	243	147	423	228	552	289	1,218	664

There is an increase in the aggregate of the three standards, both in the number examined and in the number passed, but there is a slight decrease in the number of passes under standard VII, though the number of boys examined under that standard has increased. The aggregate percentage of passes to the number examined is about the same as that of the last year.

Middle class school exhibitions.

34. The sanctioned number of middle class school exhibitions has undergone no change since the last year's report was written. 112 of the 123 sanctioned exhibitions were filled at the close of the year. It will be remembered that out of the 123 exhibitions, 109 are tenable in 17 of the Anglo-Marathi schools, and 14 in the 2 Anglo-Urdu schools. All the vacancies were in the former class of institutions, all the exhibitions in the latter being filled up on the 31st March last.

High school entrance examination.

35. The examination of candidates for entrance into the high schools under standard VII commenced on the 19th November 1890. 79 pupils were sent to Akola, of whom 45 passed; and 104 to Amraoti, of whom 66 passed. The number of passes in the Akola High School was exactly the same as that of the previous year, but Amraoti passed a larger number. As usual the Akola and Amraoti Anglo-vernacular schools sent up the largest numbers, *viz.*, 24 and 35, of whom 15 and 26 respectively passed. The number of passes from Akola was less by three, and Amraoti passed one more boy than last year.

The Educational Inspector says that the lower percentage of passes at the entrance examination is possibly due to the remarks of the Commissioner on the examination published in the last annual report, which may have induced the high school masters to make the test a little more stiff. I should have been glad if this had been the case in both the high schools, because it is for many reasons desirable to make the test as searching as possible; but looking more closely into the figures, I find that while the percentage of passes in the Akola High School has decreased from 70 to 57, that in the Amraoti High School has risen from 51 to 63.

The question whether the examinations for admissions to the high school course are sufficiently searching and strict, referred to in paragraph 5 of your review of the last report, was proposed for consideration at the last Educational Conference. It was discussed by the masters of the high schools and Anglo-vernacular schools, and the Head Master of the Amraoti High School submitted to me a report on the subject. It was forwarded to the Educational Inspector for an expression of his opinion, and when his opinion was received, I communicated to the parties concerned my views, which were as follows:—

(1) I considered that the papers set at the examination were sufficiently strict. Care should be taken that in future they are equally testing. As far as possible the head masters of the two high schools should see that in assigning marks, the examiners in both the schools are equally strict. The masters should take advantage of the Educational Conference in comparing notes on the subject. The *viva voce* examination also should be equally difficult in both the schools as far as possible,

(2) There should be a written examination in history and geography, a few marks being reserved for showing positions of geographical places on maps. (Hitherto the examination in this subject was wholly *viva voce*.)

(3) A candidate must get at least one-third of the aggregate number of marks allotted to all the subjects of the examination, and he must obtain at least one-third of the marks in two of the subjects of the standard exclusive of Sanskrit. One of these two subjects must be English. I entirely disapprove of giving grace marks. The giving of grace marks should be quite exceptional, and the utmost grace that can be allowed should be two marks. (Hitherto it was considered sufficient if the candidate obtained one-third of the aggregate marks, and the number of grace marks allowed was practically unlimited).

(4) Sanskrit should be made optional in the seventh standard class.

(5) Sinclair's History of India might be substituted for the present text book, and the boys should be examined in the first 82 pages of the book. (New edition of 1890.)

(*b.*)—*Primary Schools.*

Extension of primary education.

36. As stated before, the extension of primary education has been accomplished during the year chiefly by means of private enterprise. Ten new Government schools and one Municipal school for boys were started and seven closed, leaving an increase of four.

Schools for boys under public management.

37. The following is a comparative statement of the number of boys' schools and of pupils attending them on the 31st March last and at the close of the preceding year :—

District.		No. of schools on 31st Mar.		No. of scholars on 31st March.		Average number on the rolls monthly during the year.		Average daily attendance.	
		1890.	1891	1890.	1891.	1889-90.	1890-91.	1889-90.	1890-91.
Akola ...	Government...	150	151	7,980	8,303	7,568	7,961	5,278	5,498
	Municipal ...	6	6	855	991	817	862	602	643
Buldana.	Government.	99	100	5,202	5,105	4,898	4,929	3,494	3,497
Basim ...	Do. ...	55	54	2,642	2,730	2,567	2,575	1,773	1,887
Amraoti.	Do. ...	111	112	6,180	6,314	5,998	6,022	4,260	4,299
	Municipal. ...	4	5	672	726	590	604	531	509
Wun ...	Government.	55	56	2,652	2,917	2,555	2,712	1,859	2,012
Ellichpur	Do. ...	80	80	4,047	3,974	3,943	3,935	2 621	2,647
	Municipal ...	6	6	577	553	532	539	398	397
Total ...	Government. .	550	553	28,703	*29,343	27,529	28,184	20,285	19,790
	Municipal ...	16	17	2,104	2,270	1,939	2,005	1,531	1,549
Grand Total. ...		566	570	30,807	31,613	29,468	30,189	21,816	21,339

* Includes 7 pupil-teachers attending some of the primary schools.

The number of schools has, as stated above, increased by four; and the number of pupils has increased in every district except Buldana and Ellichpur. The average daily attendance has risen in every district except Amraoti. The Deputy Educational Inspectors of Buldana and Ellichpur districts attribute the fall in attendance in the Government schools to many of the schoolmasters having been employed in census work in the latter part of the year.

Proportion of schools to towns and villages with a population of 500 and more souls.

38. The number of towns and villages in each district with a population of 500 and more and without schools, and the distance from the nearest school of those towns and villages which have not schools of their own, will be seen from the following statement :—

District.	No. of towns and villages having a population of 500 and more souls.	No of towns and villages having public or private schools.	No. of towns and villages having a population of 500 and more souls which have schools, public or private.	No of towns and villages having a population of 500 and more souls which have no schools of any kind	Average distance from the nearest school of those towns and villages which have not schools of their own.
Akola ...	310	255	191	119	3·2
Buldana ...	251	192	158	93	3
Basim ...	212	136	98	114	4·5
Amraoti ...	257	274	208	49	7·4
Wun ...	232	112	108	124	5
Ellichpur ...	129	115	89	40	4·9
Total ...	1,391	1,084	852	539	4·6

The number of towns and villages having public or private schools has increased in every district except Basim in which there is a slight falling-off. The total of this column for the whole province is 1,084 against 973 last year.

In the column "the number of towns and villages having a population of 500 and more souls which have schools, public or private," there is a falling-off only in two districts, Basim and Ellichpur. In each of the other districts there is an increase, the total for the province being 852 against 754 last year.

The next column, "number of towns and villages having a population of 500 and more souls which have no school of any kind," shows an improvement in all the districts except Basim and Ellichpur, where the numbers this year are 114 and 40 respectively, against 103 and 34 last year.

The next column, "average distance from the nearest school of those towns and villages which have not schools of their own," shows a slight improvement in Buldana, Basim and Wun. In the other districts the distances have increased.

In reply to the questions asked in paragraph 6 of your review of the last year's report, I beg to state that the figures in the last column have been arrived in the following manner:—The distances of all the places in the district which, with a population of 500 souls and more, have no school of any kind, from the nearest school, either public or private, were summed up, and the total was divided by the number of the villages, the quotient being the *average* distance. The comparison is limited to towns and villages having a population of 500 souls and upwards; but the figures do not mean that there is no village in the districts having no school of its own distant more than the miles entered against them from a village having a school, but the distance entered is only the *average* distance. The average number of square miles to each village having a school is 14·3 for the whole province (*vide* paragraph 5).

A report on the subject of a working plan for the establishment of primary schools, which I have been asked to prepare (*vide* paragraph 6 of your review and paragraph 10 of the Resident's review of the last report), will be submitted separately.

39. In obedience to the Resident's instructions contained in paragraph 10 of his review, I give below a supplementary statement containing the required information:—

District.	Total number of villages.	The number of villages having more than 300 inhabitants which have no schools of any kind.									
		More than 2 miles distant from the nearest school.	More than 3 miles distant from the nearest school.	More than 4 miles distant from the nearest school.	More than 5 miles distant from the nearest school.	More than 6 miles distant from the nearest school.	More than 8 miles distant from the nearest school.	More than 10 miles distant from the nearest school.	More than 15 miles distant from the nearest school.	More than 20 miles distant from the nearest school.	Total.
Akola	970	66	52	17	17	6	1	...	...	...	159
Buldana	887	47	42	7	7	1	...	...	...	..	104
Basim	841	57	49	53	29	23	11	2	1	1	226
Amraoti	1,015	7	11	14	26	33	52	28	11	2	184
Wun	1,139	30	70	39	85	57	22	23	14	4	344
Ellichpur	733	13	1	1	2	...	...	...	1	18	36
Total ...	5,585	220	225	131	166	120	86	53	27	25	1,053

As this statement is given for the first time this year, the figures cannot be compared with those of previous years. It shows, however, that there would be ample scope for the utilization of public funds, and for energy on the part of Government officers and local boards, if it were desired to have a school in every village having a population of 300 and more souls.

Expenditure on primary schools under public management.

40. The following statement shows the total expenditure and the cost of educating each pupil in the municipal and departmental primary schools in all districts:—

District.	Fee receipts.	Expenditure.					Cost of educating each pupil.		Percentage of expenditure from provincial revenues to the total expenditure on Government schools.
		Provincial revenues.	Educational cess.	Municipal fund.	Other local funds.	Total.	Total cost.	Cost to provincial revenues.	
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola ... Govt.	9,571 15 6	19,494 0 0	19,617 7 8	490 0 0	5,015 11 6	44,617 7 2	5 9 8	2 7 2	43·6
Akola ... Municipal	1,197 15 0	...	1,205 3 5	2,521 7 5	723 3 3	4,749 14 1	5 8 1	...	...
Buldana ... Govt.	6,242 6 6	603 0 0	12,207 5 11	...	5,526 12 0	31,337 1 11	6 5 8	2 12 2	43·1
Basim ... Do.	3,251 7 9	10,293 0 0	5,783 0 6	...	1,361 15 0	17,437 15 6	6 12 4	3 15 11	59 0
Amraoti ... Do.	7,954 4 0	10,620 0 0	17,888 8 9	...	5,342 4 8	39,850 13 5	6 9 10	2 12 1	41·1
Amraoti ... Municipal	969 11 0	...	1,419 14 3	1,419 14 3	692 0 4	3,531 12 10	5 13 6	..	...
Wun ... Govt.	3,529 3 3	8,083 0 0	5,430 11 8	...	2,717 10 8	16,231 6 4	5 15 9	2 15 8	49·7
Ellichpur ... Do.	5,455 13 3	13,203 0 0	7,930 14 6	...	3,480 9 3	24,614 7 9	6 4 1	3 5 8	53·1
Ellichpur ... Municipal	698 14 3	...	1,850 2 7	1,850 2 7	460 2 0	4,160 7 2	7 11 6	...	...
Total ...	38,871 10 6	81,296 0 0	73,383 5 3	6,581 8 3	25,320 4 8	1,86,531 6 2	6 3 0	2 14 2	43·
Total for 1889-90 ...	38,150 11 9	81,257 3 3	72,786 7 0	5,936 12 3	22,645 13 1	1,82,610 3 6	7 2 5	3 2 11	44·

The statement shows some increase in fee receipts on the whole; and this year there is a real falling-off in the total cost and the cost to provincial revenues of educating each pupil.

The figures entered against different districts show that the total cost has fallen in the Government schools of Akola, Basim and Wun, and risen in the Government schools of the other districts and all Municipal schools. On the other hand the cost to provincial revenues has fallen in all districts except Ellichpur where it has slightly increased. The percentage of expenditure from provincial revenues to the total expenditure on Government primary schools has fallen from 44·4 to 43·6.

Results of examinations.

41. The results of the examinations by the inspecting officers of primary schools under public management are given below :—

District.	No. of pupils examined.	No. passed, under standard.							Percentage of passes.
		I.	II.	III.	IV.	V.	VI.	Total.	
Akola	4,973	1,063	877	570	369	104	29	3,012	60·5
Buldana	3,252	768	635	515	287	95	29	2,329	71·6
Basim	1,512	373	268	186	108	24	19	978	64·6
Amraoti	4,245	1,006	740	619	386	75	20	2,846	67·04
Wun	1,643	363	248	183	108	17	3	922	56·1
Ellichpur	2,432	569	412	332	196	54	8	1,571	64·5
Total ...	18,057	4,142	3,180	2,405	1,454	369	108	11,658	64·5
Total ... 1889-90 ...	17,915	4,152	3,087	2,178	1,339	311	114	11,181	62·4
Total ... 1888-89 ...	18,192	4,228	3,105	2,358	1,365	357	89	11,502	63·2

The figures under the first four standards include, as usual, the pupils in the primary classes of the Anglo-vernacular schools.

The aggregate number of pupils examined is greater in the year under report than in the preceding year, but smaller than in 1888-89. The total number of passes is greater than in either of the preceding two years, so is the percentage of passes to the number examined.

In Buldana, Amraoti and Wun, the total number, as well as the percentage of passes, shows an improvement over last year, and the decrease in Basim and Ellichpur is very slight.

The number of passes under the sixth standard shows an increase in Buldana, Amraoti, Wun and Ellichpur, and a decrease in Akola and Basim.

It must be mentioned here that in five of the six districts there have been changes in the examiners of primary schools, and therefore the comparison above made has not as much value as it would otherwise have, except as regards the Basim district.

In the Akola district more schools were made over to the Sub-Deputy Educational Inspector for inspection during the year, and in Amraoti, Wun, Ellichpur and Buldana, the primary schools were examined by the acting or permanent Deputy Educational Inspectors who were not in charge of the respective districts in the touring season of 1889-90.

Teaching of English in primary schools.

42. It has been ruled by the Resident that English classes in primary schools should be kept up only if the people pay the whole salary of the English teacher. At the close of the year 1889-90, there were seven primary schools in the province having special classes for instruction in English, and one more school—the Marathi school at Darwa—has been added to the list during the year. This institution having been comparatively recently permitted to teach English had not prepared any boys for examination. In the Mangrul Dastgir school also no boys were presented for examination in standards V and VI, partly because the examination was held about five months earlier than in the preceding year, on account of the appointment of the new Sub-Deputy Educational Inspector, and partly because some boys had left the school on hearing a rumour that the English classes would be soon discontinued.

The following table shows the number of boys examined and passed under standards VI and V in each of the other English teaching primary classes :—

Name of school.	Standard V.		Standard VI.		Total.	
	No. examined.	No. passed.	No. examined.	No. passed.	No. examined.	No. passed.
Buldana Marathi School ...	8	8	7	6	15	14
Baroor do. ...	7	5	9	4	16	9
Mangrul-Dastgir do. ...	...	...	...	...	...	...
Badnera do. ...	14	5	9	7	23	12
Nandgaon Kazi do. ...	9	5	6	6	15	11
Sirasgaon Bund do. ...	11	6	7	5	18	11
Nair Parsopant do. ...	9	8	4	4	13	12
Total ...	58	37	42	32	100	69
Total for 1889-90 ...	45	25	39	29	84	54

As the number of schools examined during the year is greater than in the preceding year, the aggregate number of examinees and passes under both the standards has increased. The Buldana school passed 8 boys under the 5th standard and 6 under the 6th, against 6 and 7 respectively in the previous year. The Baroor school passed the same number of boys under standard V as last year, but the number of passes under standard VI is 4, against 6 in 1889-90. The number of boys passed from the Badnera school was the same as last year under both the standards. The schools at Nandgaon Kazi and Sirasgaon Bund prepared, during the year, boys for examination in the 6th standard for the first time and have passed a fair number under both the standards.

The people of Koliveli, a village in the Akot taluk, have started an independent English school and employed one of our pensioned schoolmasters as a teacher.

Bonuses to teachers.

43. The totals of sums awarded as bonuses to deserving teachers in the six districts during the past year are shown in the following table :—

District.	Bonuses awarded in														
	Departmental schools.						Municipal schools				Total.				
	Primary classes in Anglo-vernacular schools.			Primary schools for boys and girls.			Primary schools for boys and girls.				No. of teachers.	Amount			
	No. of teachers.	Amount.			No. of teachers	Amount.			No. of teachers.	Amount.					
		Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p.
Akola ...	7	82	0	0	49	663	8	0	12	142	4	0	68	887	12	0
Buldana ...	3	36	0	0	66	1,003	0	0	...	...			69	1,039	0	0
Basim ...	1	13	8	0	21	275	8	0	...	...			22	289	0	0
Amraoti ...	10	139	0	0	58	788	0	0	14	219	8	0	82	1,096	8	0
Wun ...	3	34	0	0	18	182	0	0	...	...			21	216	0	0
Ellichpur ...	6	69	0	0	9	129	0	0	4	63	8	0	19	261	8	0
Total ...	30	373	8	0	221	2,991	0	0	30	425	4	0	281	3,789	12	0
Total for 1889-90..	24	300	8	0	203	2,528	0	0	8	98	0	0	235	2,926	8	0

There is a considerable increase in the total amount gained in the form of bonuses. In every district, except Ellichpur, there is an increase both in the number of deserving teachers and in the amount gained. The decrease in the Ellichpur district may be owing partly to some of the schoolmasters having been engaged in census work and partly to the strict examinations of the Officiating Deputy Educational Inspector. It is gratifying to find that most of the inspecting officers, permanent and acting, have faithfully obeyed the orders referred to in paragraph 43 of Mr. Barrett's report, and that the bonus rules were in most cases stringently applied during the year.

Jail schools.

44. In the Akola Jail there were 38 convicts under instruction on the 31st March last, against 37 at the close of the preceding year.

The Deputy Educational Inspector examined the school twice during the year. The annual examination was held on the 19th September last when 37 convicts were under instruction. He thus describes the result of the examination :—

"The first class pupils knew arithmetic as far as division in which they did well. Their mental arithmetic was satisfactory. They read the Berar third book with care and explained well what they read. There was much improvement in pronunciation. Their writing to dictation was fair. The second class pupils knew slate arithmetic as far as addition and mental arithmetic, involving the use of the integral tables. Their reading and explanation of the first book were good, but their pronunciation was faulty. They wrote without mistakes words and easy sentences both in *Modi* and *Balbodh*. The other classes did equally well. The institution is managed by one paid teacher, who is assisted by one convict. I was satisfied with the progress of each and all these convicts, considering that they receive instruction only an hour in the morning."

About the Amraoti jail school the Deputy Educational Inspector writes :—

"I examined the jail school on the 27th September 1890, when out of a roll of 42 school-going convicts 39 attended. The entrance register was not kept. No standards are followed; reading, writing, and some arithmetic are attempted. The school is held one hour daily and is taught by a well qualified master. Discipline appeared to be fair. The most advanced pupils could read lessons from the 3rd Berar book, write to dictation in *Modi* and *Balbodh* character fairly, and work out easy sums in multiplication and division; some questions were attempted mentally. The next lower division could read easy lessons from the 2nd Berar book and write to dictation in *Modi* and *Balbodh* easy sentences fairly. They knew tables up to 20 × 10 and some worked questions mentally. Out of the last division 8 could write easy words and write and recognize figures up to 100, the remaining learning the alphabet and figures. The social condition to which the majority of the

convict-pupils belonged was not such as could be expected to make them very apt pupils. It is, however, to be noted that if those who have had the instruction were inclined, after their release, to make use of it, they could turn it to good account. I believe that the hour devoted to instruction by the convict-pupils is well employed."

Schools aided by fixed monthly grants.

45. In the beginning of the year under report there were four schools under private management aided by fixed monthly grants. The Akola *Malipura* school for *Bedars* or low-caste boys was added to the list during the year, a grant of Rs. 20 per mensem, paid in moieties from the municipal fund and general revenues, having been sanctioned for the school—*vide* Secretary for Berar's letter No. 2789 of the 28th August 1890. All these schools are shown with the usual particulars in the following table :—

No.	Name of school.	No on roll on 31st March.	Average No. on roll monthly.	Average daily attendance.	Sanctioned monthly grant.	No. of pupils passed in the primary standards.
					Rs.	
1	Akalkote (Akola) poor boys' school.	55	59	40	16	4
2	Akola Bedar school	85	85	58	20	14
3	Buldana Mission school ...	24	23	17	10	8
4	Amraoti Mission school (boys) ...	128	120	86	50	48
5	Amraoti Mission female school ...	53	30	19	16	10
	Total ...	325	317	220	112	84

The Akalkote poor boys' school is in an unsatisfactory state, four pupils only having passed, against five last year, though the number of pupils has increased. The Deputy Educational Inspector says:—"Frequent changes of teachers and unsystematic and inefficient supervision on the part of the manager are the causes which undermine the progress of the institution." The school has been given a further trial, and if it does not do well at the next annual examination, the grant will be withdrawn.

The Akola *Bedar* school is in a satisfactory state, and is well reported on.

The attendance in the Buldana Mission school has slightly fallen off, and the number of passes has decreased from 10 to 8. The Deputy Commissioner says:—"I doubt whether any good is derived from the exceptional footing of the Buldana Mission school. It is a complete failure, and should, in my opinion, be treated as any other aided school, payment being made for result. It is not attended by Eurasian children." These Mission schools are really schools for native Christians and low-caste boys who find it neither advantageous nor convenient to attend Government schools. If they were treated as schools aided by result grants, they would not live; and therefore they deserve, I think, exceptional treatment. If, however, the Buldana school will continue to be in an unsatisfactory state, the grant will be withdrawn.

The Amraoti Mission schools for boys and girls have considerably improved during the year. The number of pupils in the boys' school on the 31st March last was 128, against 106 at the close of the previous year, and the number of passes at the annual examination has increased from 28 to 48. In the school for girls the number of pupils has increased from 25 to 33, and the number of passes from 7 to 10.

Indigenous schools.

46. The following table shows the number of indigenous schools, pupils examined in them, and grants earned by their masters during the year under report :—

Districts.	No. of indigenous schools on 31st March 1891.	No. of indigenous schools inspected and examined during 1890-91.	No. of pupils examined.	No. of schools which earned grants and prizes during 1890-91.				No. of pupils under each standard who earned grants in aid.						Amounts of grants earned.			
				No. of indigenous schools which earned proficiency and capitation grant including prizes.	No. of indigenous schools which earned other than proficiency grants besides prizes.	No. of schools which earned prizes only.	Total.	I.	II.	III	IV.	V.	Total.	Proficiency.	Capitation.	Other grants for prizes, maps, furniture, &c.	Total.
														Rs. a. p	Rs. a. p.	Rs. a. p	Rs. a. p.
Akola ..	150	154	1,559	129	1	16	146	494	307	156	51	3	1,011	2,515 7 6	1,210 10 0	202 7 6	3 928 9 0
Buldana .	111	94	1,172	87		2	89	305	319	212	51	...	887	2,379 13 0	947 1 4 0	141 2 11	3,468 13 11
Basim .	93	100	710	88		7	90	263	143	58	23	..	487	1,044 7 6	388 8 0	68 10 6	1,501 10 0
Amraoti ...	159	159	3,247	133	...	6	139	492	452	188	100	...	1,232	2,744 11 6	1,289 13 0	223 4 3	4,256 12 9
Wun .	62	49	434	41	...	3	44	106	77	34	5	.	222	472 12 0	123 0 0	28 5 0	624 1 6
Ellichpur .	55	60	589	52	.	8	60	157	78	53	20	...	308	632 7 6	556 15 0	101 9 3	1,290 15 9
Total	630	616	7,711	525	1	42	568	1,817	1,376	701	250	3	4,147	9,789 11 6	4,516 12 0	764 7 5	15,070 14 11
Total for 1889-90	529	484	6,065	431	3	34	468	1,631	906	493	125	..	3,155	7,151 11 9	3,475 15 0	557 11 11	11,185 6 8

The table shows a very satisfactory aggregate increase over last year under almost every head. The number of schools inspected has increased by 132, and the number of pupils examined by 1,646. The number of schools which earned grants and prizes has increased by 100, and the total number of pupils for whom grants were earned has risen by 992. The total amount of grants earned has increased by Rs. 3,885.

From the comparison of the figures for different districts with those of the last year it appears that the Wun district does not show such satisfactory progress as the other districts. While the number of schools inspected during the year in that district has remained the same, the number of pupils examined has decreased by one, the number of schools which earned grants has fallen off from 49 to 44, and the number of pupils for whom grants were earned from 235 to 222. It may be observed, however, that while the number of passes in the Wun district under the first standard fell off from 151 to 106, the number of successful pupils under the three higher standards increased from 84 to 116. The consequence was that the amount of proficiency grant earned by the schools has increased. The progress in all the other districts is very satisfactory.

All the inspecting officers bear witness to the great improvement that has recently taken place in the qualifications of the masters of the indigenous schools. The Deputy Educational Inspector of the Akola district says :—

"All these schools are in a very efficient state, and are conducted by teachers who have made it their profession to establish schools and to earn a good living thereby. They have received their education in Government schools, and follow all their rules and regulations. The race of the old *pantojis* is fast dying out as they have found, much to their mortification, that their produce has no marketable value, and that their living has become precarious consequently."

The Deputy Educational Inspector of the Amraoti district writes :—

"With the increase in the number and attendance, the quality of the instruction imparted by the indigenous schools is gradually improving. A better class of teachers are being substituted for the old kind of masters, and most of the masters are found to possess now more or less training obtained in Government schools, and in cases the first three indigenous standards are to be found to have been taught remarkably well. They are, however, as a class much behind the Government schools in point of efficiency, discipline, order and regularity in attendance."

Physical education.

47. The following table shows the number of gymnasia under each circle teacher, the number visited by each during the year, and the average number of days he halted at each place at each visit :—

District.	Circle of the gymnast.	Number of gymnasia on 31st March		Number of gymnasia visited during the year.	Average number of days of halts at each place at each visit.
		1890.	1891.		
Akola ...	1. Schools in the Akola, Khamgaon and Balapur taluks, excluding those in the town of Akola.	49	49	40	1·9
	2. Schools in the Akot and Jalgaon taluks.	76	73	73	2·2
Buldana ...	1. Schools in the Chikhli and Mehkar taluks.	24	26	12	6·8
	2. Schools in the Malkapur taluk.	23	23	23	6·6
Basim ...	1. Schools in the Basim taluk and nine schools in the Mangrul Circle.	27	27	27	6·5
	2. Schools in the Pusad taluk and seven schools in the Mangrul Circle.	29	28	27	6·5
Amraoti ...	1. Schools in the Amraoti and Murtizapur taluks excluding those in the town of Amraoti.	49	52	52	4
	2. Schools in the Chandur and Mersi taluks.	66	64	47	5·7
Wun ...	1. Schools in the Yeotmal and Darwa taluks.	20	20	20	8·3
	2. Schools in the Wun and Kelapur taluks and eight schools in the Yeotmal taluk.	22	22	22	10·3
Ellichpur...	1. Schools in the Ellichpur taluk.	27	27	27	4·3
	2. Schools in the Daryapur taluk.	33	30	30	4·4
	Total ...	445	441	400	

The total number of gymnasia in the province has slightly fallen off during the year, but the aggregate number of visits paid by the circle gymnasts has slightly increased. The average number of days halted at each place has risen in the majority of cases, and, on the whole, good progress is being made in physical education. It is satisfactory to observe that the number of indigenous schools in which pupils are exercised in gymnastics is steadily increasing.

During the year under report the new scheme of physical exercises and prizes for athletic feats was introduced, and regular examinations will be held in all the districts in the current year.

One gymnastic teacher in the Ellichpur district (Ellichpur taluk) and one in the Buldana district (Chikhli and Mehkar) are reported to have worked unsatisfactorily. They will be replaced if they do not show greater activity in the current year.

The reports of all the inspecting officers and the head masters of high schools bear witness to the steady progress that is being made in physical education in all the classes of schools throughout the province. The Educational Inspector says:—

"In no Anglo-Vernacular school I see physical education neglected. Little boys exercise their limbs, and older ones play on the apparatus in the morning and in the evening. The master of each class is held responsible that boys play, as the visits of the gymnastic teacher are few and far between. The monitorial system introduced on the play-ground is found to work well. In the schools at Akola, Jalgaon, Mehkar, Wun, Ellichpur (Anglo-Urdu), Ellichpur cantonment, Daryapur and Basim, drill has been introduced; and the boys at Mehkar and Ellichpur and Daryapur have won the praises of all visitors for their excel-

lence in it. At Akola and Daryapur drill is taught by the gymnastic teacher; at Ellichpur cantonment by a boy belonging to the regiment stationed there; at Basim by Mr. Govind Bhasker Oka, formerly of the Educational Department but now transferred to the Local Board; and in other places by the masters who had themselves taken the trouble of learning drill. So far as I can judge, boys and masters seem to like this kind of exercise very much, and there is no doubt that where drill has been introduced, masters are better able to keep order in school, and that boys have become more active and more obedient."

The Officiating Deputy Educational Inspector of the Ellichpur district writes:—

"During my tour through the district, I had the pleasure to see that in several schools the work of imparting instruction in this branch of education was being conducted on a system based on the instructions contained in the Director of Public Instruction's Circular No. 619, dated the 5th June last. I always made the boys belonging to different classes go through various physical exercises, observed their drilling, and selected out of them those that deserved to be rewarded for their superior playing."

The Officiating Head Master of the Akola High School says:—

"For the last two years a systematic time-table is laid down, fixing the daily hours for all the classes to go through the physical feats, drill and other games. During this year I have encouraged the boys to start a cricket club attached to the Akola High School, and we have aided it with subscriptions among masters and pupils. I have appointed one of my assistants to superintend daily the physical exercises taught by the gymnastic teacher to the pupils, and I myself see that the time-table is strictly adhered to. These physical exercises and games give an energising tone to the health of the boys, who, after these exercises and games, return to their studies with redoubled vigour and relish. An examination in gymnastics is held annually in April, and prizes are awarded to the best boys."

Employment under Government.

48. Two candidates were examined during 1890-91 in the subjects of standard VI, excluding English, in accordance with rule III of the Resident's Book Circular No. IX of 1882, and both of them passed the test and obtained certificates. Six others applied for and obtained certificates—four of having passed the 9th standard and two standards higher than the 6th and lower than the 9th. Ninety-nine students and ex-students of our schools got employment under Government during the year on salaries varying from Rs. 6 to Rs. 25 a month, of whom 45 got appointments in the Educational Department, 10 in the Civil and Revenue Departments, 12 in the Police, 24 in the Census Office, and 8 in other departments; 20 others were employed by private individuals or firms, and 1 in a Native State.

Classification of pupils by race or creed.

49. The following is a comparative statement for the past five years of the pupils in Government and Municipal schools classified according to race or creed:—

Schools.		Christians		Hindus										Muhammadans.		Parsees.		Others.		Total.
		Pupils.	Percentage.	Brahmins.		Kunbis.		Low caste.		Other Hindus.		Total		Pupils	Percentage.	Pupils	Percentage.	Pupils	Percentage.	
				Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Per centage.	Pupils.	Per centage.	Pupils.	Percentage.							
Government: High schools	Boys	2	4	281	70·07	31	7·7	1	·2	53	13·2	366	91·2	31	7·7	2	·4	...	...	401
Government: Middle schools	Boys	6	·1	1,697	39·7	473	11·06	64	1·4	1,667	39·4	3,920	91·7	343	8·02	3	·07	1	·02	4,273
Government: Primary schools	Boys	10	03	2,758	9·3	8,251	28·1	1,453	4·9	12,168	41·4	24,630	83·9	4,662	15·8		.	41	·1	29,343
	Girls			205	18·6	133	12·1	8	·7	499	45·4	845	77·02	252	22·9				..	1,097
Municipal schools	Boys	7	·1	356	15·6	118	5·1	72	3·1	976	42·9	1,522	67·04	737	32·4	3	·2	8	1	2,270
	Girls	2	·4	104	25·3	19	4·6	2	4	151	37·1	275	67·7	129	31·7	...	.	..	..	406
	Total	23	06	5,400	14·2	9,025	23·8	1,599	4·2	15,514	41·1	31,558	83·5	6,154	16·3	10	·02	45	·1	37,790
Total for 1889-90		14	·03	5,279	14·3	8,804	24·2	1,474	4·01	14,996	40·8	30,648	83·5	5,975	16·2	14	03	10	·1	36,698
Do. 1888-89		17	·04	5,278	14·6	8,725	23·6	1,423	3·9	14,893	41·2	30,121	83·4	5,932	16·4	22	·06	6	·01	36,098
Do. 1887-88		22	·06	5,161	14·4	8,590	24·1	1,392	3·9	14,631	41	29,776	83·6	5,773	16·2	11	·03	20	·05	35,600
Do. 1886-87		31	·09	5,308	14·6	8,940	24·2	1,344	3·6	15,461	41·9	31,113	84·3	5,708	15·5	11	·03	20	·05	36,883

The total number of pupils is larger for the year under report than in any of the preceding four years. Mr. Barrett remarked in the last year's report that the figures, 36,886, for 1886-87 (the year preceding that in which the enhanced

rates of fees for Government schools and the liberal grant-in-aid rules for indigenous schools were introduced) had never been exceeded. Now it will be found that the figures for the past year are larger than those for 1886-87; so that the schools under public management have more than recovered the lost ground.

There is an increase in the number of Brahmins in all the classes of schools; but their total percentage has very slightly decreased, it having increased in the high schools and primary schools for girls, and fallen off in the middle schools and Government and Municipal schools for boys.

The total number of Kunbis as well as the number in all the classes of schools, except Municipal schools for girls, has increased; but their percentage has increased only in the high schools, Government primary schools for girls, and Municipal primary schools for boys; in the other schools there being a falling-off.

The steady and unbroken increase in the number of low-caste pupils, reported last year, continues, and on the 31st March last there were 1,599 low-caste boys in our schools, against 1,474 at the close of the preceding year, the number and the percentage having risen in all the classes of institutions, except the middle schools.

The total number of Muhammadans on the 31st March last was also greater than on the last day of any of the four preceding years, the number having risen during the year in all the classes of schools, except the high schools, in which there is a very slight falling off (from 33 to 31), and the Government primary schools for girls. It is satisfactory to find that the small decrease of girls in the last mentioned schools is more than counterbalanced by a satisfactory rise in the Municipal schools for girls in which the number has nearly doubled itself.

Professions, &c., of the parents or guardians of pupils.

50. I give below the usual statement which compares the number of pupils attending Government and Municipal schools who are the children of cess payers with the number of pupils whose parents or guardians do not pay the cess :—

Schools.			Cess payers.	Non-cess payers.				Total.
				Government servants.	Merchants.	Agriculturists.	Others.	Total.	
High schools, boys ...		..	166	119	14	...	102	235	401
Middle schools, boys ...		..	1,790	517	610	447	909	2,483	4,273
Primary schools. Boys...	Government	..	14,603	1,433	3,933	3,113	6,231	14,740	29,343
	Municipal	..	249	294	588	206	933	2,021	2,270
Girls...	Government	..	304	153	235	104	301	793	1,097
	Municipal	..	31	67	84	17	207	375	406
Total		..	17,143	2,583	5,464	3,917	8,683	20,647	37,790

The total number of cess payers on the 31st March last was 17,143, against 16,487 at the close of the preceding year, there being an increase in all the classes of schools except Government schools for girls, in which there is a very slight decrease.

In non-cess payers there is an increase of 436, which is contributed by "merchants" and "others," the number under Government servants and agriculturists showing a decrease.

Social position of the parents or guardians of pupils.

51. The following is a comparative statement of the wealthy, middle, and poor classes as represented in Government and Municipal schools :—

Class of school.			Richer classes with an income of Rs. 5,000 a year and upwards.	Percentage.	Middle classes	Percentage.	Poor classes, income of Rs. 200 a year and under.	Percentage.	Total.
High schools, Boys-Government			19	4·7	259	64·5	123	30·6	401
Middle schools, do.		...	150	3·5	1,308	30·6	2,815	65·8	4,273
Primary schools.	Boys...	Government ...	416	1·4	8,153	27·7	20,774	70·7	29,343
		Municipal ...	58	2·5	530	23·3	1,682	74·09	2,270
	Girls...	Government ...	18	1·6	212	19·3	867	79·03	1,097
		Municipal ...	25	6·1	117	28·8	264	65·02	406
	Total	...	686	1·8	10,579	27·9	26,525	70·1	37,790
Total for 1889-90		...	781	2·1	10,360	28·2	25,557	69·6	36,698

The number belonging to the first column, "richer classes," has decreased, but the decrease belongs only to the middle class schools and the Government primary schools for boys, the number in the high schools and the Municipal schools for boys and girls having increased.

The total under "middle classes" shows an increase, middle schools only showing a less number than in the previous year.

In the "poor classes" also there is an increase, which is distributed over all the classes of schools. It will be observed that the pupils of these classes form a little more than 70 per cent. of our school population, the "richer" and "middle" classes contributing respectively 1·8 and 27·9 per cent.

School-houses.

52. The new building for the Anglo-Vernacular school at Mehkar was completed and occupied during the year. The additions to the Chikhli Anglo-Vernacular school, referred to in the last year's report, have been completed, and the roofs of the Murtazapur and Tallegaon schools have been repaired. The construction of a new building for Daryapur has been sanctioned in the Civil Department, and the present school-house at Morsi having been condemned, you have approved of the proposal to build a new one on the standard plan. The separation of the primary classes attached to the Anglo-Vernacular schools at Jalgaon, Akot, Karinja, Basim and Wun, has been long under consideration, and the measure will be carried out when separate buildings are constructed for the proposed vernacular schools. It has been proposed to utilize the old school-house at Wun for the use of the primary classes. A new school-house is required at Khamgaon also, and a building either for the Anglo-Vernacular school or the Municipal school at Akola is required. Mulkapur also suffers for want of a suitable house for its flourishing Anglo-Vernacular school The school, which at present includes the primary classes, is held in three different buildings, all of which are inconveniently overcrowded. The want of funds precludes us from supplying these wants as soon as we wish

The following table shows the number of school-houses which were completed and the number under construction during the year under report, and the total expenditure incurred in each district :—

District.	No. of schools. Completed.	Under construction.	Cost (including additions and alterations to existing schools.) Rs. a. p.
Akola	5	2	14,405 15 3
Buldana	8	7	18,304 14 3
Basim	...	3	3,462 7 11
Amraoti	3	10	8,004 1 10
Wun	1	5	6,849 15 3
Ellichpur	1	4	7,947 13 10
Total ...	18	31	58,975 4 4

The above sum of Rs. 58,975-4-4 includes Rs. 10,538-0-10 paid from general revenues, Rs. 45,817-10-1 from the educational cess, Rs. 232-9-5 from the municipal funds, and Rs. 2,387 from subscriptions.

Repairs.

53. Repairs to school-houses were executed at a cost of Rs. 17,390-12-3, against Rs. 17,500-12-4 in the preceding year; Rs. 3,601-13-7 being spent from general revenues, Rs. 10,017-0-8 from the educational cess, Rs. 3,270-9-3 from fees, Rs. 491-11-9 from municipal funds, and Rs. 9-9-0 from subscriptions.

School libraries and apparatus.

54. Books and maps supplied to Government schools during the year under report were as follow :—

Schools.	Cost. Rs. a. p.
Secondary schools	429 15 4
Primary schools	1,412 10 3
Total ...	1,842 9 7

Shetkari, a Marathi agricultural magazine, and *Guardian of Health*, a Hindustani magazine, continue to be supplied to the more important vernacular schools. Copies of parts XXIX to XXXI of the *Indian Art Journal* were supplied to the more important secondary schools and the Training College. Furniture of the value of Rs. 9,617-4-1 was supplied during the year to all classes of schools.

V.—School Education—Special.

Institutions for training teachers.

55. The following table compares statistics for the past year of the Training College and the pupil-teachers attached to vernacular schools with those of the preceding year :—

Year.		No. of students at the end of the year. Marathi side. Stipendiary.	Marathi side. Free.	Hindustani side. Stipendiary.	Hindustani side. Free.	Total.	Average No. of students on roll during the year. Marathi side.	Hindustani side.	Total.	No. of students examined in the first year's course and certificate examinations. First year's course. Examined. Marathi side.	Hindustani side.	Total.	Passed. Marathi side.	Hindustani side.	Total.	Certificate examination. Examined. Marathi side.	Hindustani side.	Total.	Passed. Marathi side.	Hindustani side.	Total.	No. of students who obtained employment. Marathi side.	Hindustani side.	Total.
1889-90	Students of the college.	59	1	15	1	76	56	15	70	29	9	38	24	6	30	21	6	27	15	6	21	18	5	23
	Pupil teachers in other schools.	16	...	..	...	16	16		16	18	...	18	7	.	7	..	...	..	...	...	...	7	...	7
	Total ...	75	1	15	1	92	71	15	86	47	9	56	31	6	37	21	6	27	15	6	21	25	5	30
1890-91	Students of the college.	60	1	14	...	75	55	14	69	30	8	38	29	5	34	22	6	28	18	5	23	23	9	32
	Pupil-teachers in other schools.	12	...	...		12	12	...	12	17		17	9		9	.				...	...	5	.	5
	Total ...	72	1	14	...	87	67	14	81	47	8	55	38	5	43	22	6	2	18	5	23	28	9	37

The table shows a slightly smaller attendance for the year under report than for the previous year, but the decrease is chiefly confined to the pupil-teachers attached to vernacular schools.

The total number of passes among the men under the first year's course has increased from 37 to 43, and the percentage of passes to the number examined has risen from 66 to 78.

The results of the examination for certificates are also satisfactory, 23 having passed out of 28 examined, against 21 out of 27 in the preceding year. The percentage of passes to the number examined has risen from 77·7 to 82·2.

The pupils on the Hindustani side have done well in both the classes, 5 men having passed out of 8 examined under the first year's course, and 5 out of 6 under the second year's course.

56. There has been some improvement in the training classes taught in vernacular and Anglo-Vernacular schools. Out of 17 men examined this year, 9 passed, the result being better than that of the last year, in which 7 passed out of 18 examined. Mehkar Anglo-Vernacular school did very well, as it has passed 4 men out of 5 examined, and Darwa has done fairly, having passed 3 boys. It appears that some of the localities selected for these classes will have to be changed. The subject is under consideration, and will be reported on separately.

57. During the year under report 37 trained men obtained employment, against 30 in the preceding year. All the men who passed from the college in the year, *viz.*, 18 from the Marathi side and 5 from the Hindustani side, and 9 ex-students—5 on the Marathi side and 4 on the Hindustani side—together with 5 of the passed pupil-teachers, were employed as schoolmasters.

Examination for entrance into the Training College.

58. The annual examination for entrance into the Training College was held on the 19th November 1890 and the following days at the head-quarters of each district.

The following table shows the number of candidates examined and the number that passed and joined from each district:—

District.	No examined.			No. passed			No. of those that joined.		
	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.	Marathi side.	Hindustani side.	Total.
Akola	17	12	29	8	8	16	8	6	14
Buldana	10	1	11	7	1	8	4	..	4
Basim	1	2	3	1	2	3	1	2	3
Amraoti	9	4	13	4	1	5	4	.	4
Wun	12	...	12	9	...	9	6	...	6
Ellichpur	6	3	9	5	1	6	3	1	4
Total ...	55	22	77	34	13	47	26	9	35

The table shows a falling-off in the totals on the Marathi side; but on the Hindustani side the number of those that appeared for the examination, as well as the number of those that joined, has increased. Buldana, Wun and Ellichpur have passed more men than last year, Basim has passed the same number, and the other districts less. On the whole the number who joined is less by six for the year under report than it was for the preceding year.

Boarding-houses.

59. On the 31st March last there were 63 Hindu and 20 Mahomedan boarders. The total receipts during the year (including the last year's balance of Rs. 3-1-7) amounted to Rs 3,391-5-5, and the total expenditure to Rs. 3,300-12-2, leaving a balance of Rs. 90-9-3 at the close of the year. The average monthly charge for each Hindu boarder was Rs. 4-8-5 and for each Mahomedan boarder Rs. 3-14-5.

Physical education.

60. Drilling and athletics continue to be well attended to in the Training College. The students are regularly examined in gymnastics before they are considered fit for teacherships, and those who obtain high marks in this branch are appointed gymnastic teachers. The town gymnast of Akola deserves credit for carefully training the students of this institution as well as those of the other local schools. The Principal says that physical exercises do the students immense good as is borne out by the register of weights and heights of pupils.

Training of teachers for secondary schools.

61. The proposal submitted in 1888-89 that a class of matriculated or other equally advanced students should be trained by one of the head masters of the high schools, so as to qualify them to give instruction in the middle school course, has been sanctioned by the Government of India. A class of four students was opened on the 2nd of January 1891, and in the absence of Mr Aitken, the permanent head master of the Akola High School, Mr. Talvalkar, head master of the Amraoti High School, has been placed in charge of it. The class was thus trained for three months during the year. Mr. Talvalkar says:—

"Two of those who have been selected for this class are matriculated students from the Berar high schools, and the other two having once failed are going to appear for the matriculation in December next. They all bear good moral character. During the last three months I gave them general lectures on the three lines of educational development, the three-fold work of the teacher in school, and on the form of school registers and the mode of keeping them, and of making returns from them. They were also given instruction in drawing, and were occasionally practised in teaching the lower classes of the school. They will be instructed during the next term in the remaining subjects prescribed for their examination, particular attention being paid to discipline and moral training in schools."

Moral training

62. The reports for the last two years sufficiently describe the way in which moral instruction is imparted to pupils of the Training College and of the other schools. The head masters of all classes of schools and their assistants have been directed to take every opportunity to inculcate upon the minds of their pupils principles of morality and truth derived from the reading lessons, and all the higher officers of the department have been asked to see that the masters teach morality by example as well as precept The Educational Inspector says that every master seems to be alive to his responsibility as a moral teacher. He adds—

"We also see that every moral lesson is well explained, that boys behave well in school, that masters frequently confer with boys' guardians on their moral shortcomings, and that they strictly observe inter-school rules. The effect of what we have been doing is best seen in the laudable efforts made by masters and boys too to improve themselves."

The Hindustani Deputy Educational Inspector writes:—

"The duty of inculcating the virtues of truth, honesty, &c., is devolved on every teacher, which he is enjoined to perform. My questions in 'explanation' are calculated to find out from the boy's answers if he has fully grasped the moral significance of the passage read, and if he fail to satisfy me, I point it out there and then. The books in literature used in our schools all contain lessons on morality, and it is presumed they produce their effect on the young mind. In the selection of prize books, I take care to select at least half the number of book treating exclusively of morality. During the year under report, I distributed such books as the Urdu translation of extracts from the Æsop's Fables, Lives of Nanshirwan the Just and other eminent men famous for their virtues and good deeds, "Nashad Nama," or the book of moral precepts, &c. The teacher does all he can to do good to the boys, and if there is any transgression on the part of the latter, it is * * due more to his home surroundings rather than to want of proper admonition on the part of the teacher."

The introduction of the inter-school rules and the conduct registers during the year has also done much to improve school discipline and the regularity and general conduct of the pupils. Referring to the effect of the introduction of conduct registers, the head master of the Amraoti High School says: "This has contributed not a little towards improving the morals and manners of our pupils. The dread of an unfavorable 'terminal certificate' or a prejudicial 'leaving extract' operates not without its correcting influence on many an erring boy."

The following inter-school rules, sanctioned by the Resident, have been introduced into all classes of schools:—

RULE I.—A boy on admission to a school, Government or aided, shall, except for some sufficient reason to the contrary, remain at the same school until the next annual examination has been held.

RULE II.—If a boy be obliged to leave before the annual examination, he shall receive a certificate showing what stage of education he has attained, and what character he bore.

RULE III.—If a boy leaves after the holding of the annual examination, the master shall give him a certificate showing whether he has passed or failed.

RULE IV.—No boy shall, however, obtain a certificate of any sort from the school authorities, unless he has paid all sums due by him to the school.

RULE V.—No boy shall be admitted to another school without the production of one of these certificates.

RULE VI.—No boy shall be placed in a higher class in his new school than that to which he belonged in his previous school unless he has passed the annual examination in the latter, or unless the master of his new school thinks there are special reasons for his being promoted, which reasons shall be recorded.

Drawing.

63. The following table shows the result of the first grade examination of the Bombay School of Art:—

Name of school.	No. of pupils presented	No. of pupils passed.				No. who obtained certificates.	No. of prizes won.
		Freehand drawing.	Geometry.	Model drawing.	In all heads.		
Akola High School ...	22	2	9	1	4	4	...
Amraoti High School ..	34	9	18	...	2	2	...
Akola Training College.	21	...	11	...	1	1	...
Total ...	77	11	38	1	7	7	...
Total for 1889-90 ...	75	29	33	17	12	12	...

The results are, on the whole, more unsatisfactory than those for the last year. Drawing is an optional subject in the high schools, but every pupil of the Training College is compelled to study it. If the work of the drawing masters continues to be unsatisfactory, the question of their fitness for the posts they hold will have to be considered.

Industrial training.

64. At the request of Mr. Fuller, the manager of the industrial school at Akola, the grant sanctioned for the institution has been discontinued with effect from the 1st July 1890. The school is to continue as a Mission school. In his final report

Mr. Fuller said :—" We wish it to be understood that the school is to continue, and, we hope, to increase. We did not ask that the monthly grant be discontinued because of any wavering of confidence in the final success of the school. We hope that it can be successfully carried on with less expense now that the boys understand that much depends on the work actually done."

The Deputy Commissioner of the Buldana district says that no attempt has been made to introduce any kind of technical education. He adds: " I am inclined to advocate the starting of caste schools, such as carpenters, blacksmith, chamars, &c., under competent masters, combining general elementary and professional education. One school of each description in a district would do immense good, and I am sure would be well attended and become popular, there is such a demand for skilled labour and the supply is so short. Such small industries as existed are dying out, an effort should be made to improve matters."

There has been a good deal of correspondence on the subject. The matter was fully discussed, and the outcome of the discussion was that the Government of India sanctioned Mr. Fuller's scheme as the cheapest and most practical. It is doubtful whether " the caste schools" advocated by Colonel Szczepanski will attract a sufficient number of pupils, but the experiment might be tried in one district at first. I intend to address the Deputy Commissioners on the subject, and shall write to you separately when I hear from them.

It will have been gathered from what has been stated above that Mr. Fuller's school still continues to exist. He has courteously supplied all the information which I wanted about his school. Since the school ceased to receive a grant from Government, it has been carried on by the Mission as a part of their work, but there has been little difference in its management.

On the 31st March last there were 25 boys in the school. Most of them receive general education in the morning and learn their respective trades in the afternoon. Mr. Fuller gives the following account regarding the trades taught in the school and the progress made in them by the pupils :—

" There are three trades taught—carpentry, smithing and shoe-making. In the carpenter shop there are eleven boys, and most of them are doing *fairly*, some of them *well*, one or two *very well*, and one or two less than fairly, not so much from laziness as from lack of capacity, yet they will make something better than coolies and will be able to work under better workmen at fair wages.

Both boys in the smith-shop are doing well and promise to become good workmen. In the shoe-shop five of the older boys are doing well and will make good workmen. Two younger boys who came in a few months ago are doing really well. Two small boys are learning what they can, but are not fit to be trusted with work, yet they practise on scraps of leather and simple jobs."

Mr. Fuller concludes his report by giving some information about the duration of the course and the encouraging nature of the work that is being done in the school. He writes :—

" The course is five years in all trades, and of course we have turned out no artizans yet. Some of the boys promise to be good workmen at the end of five years. Some have been in school from the beginning and have done well, and I think are able to do enough in half the day to pay for their food, clothes, books, &c., and the school would be self-supporting but for the smaller boys and those who have come in to the school later. We feel encouraged about the school, and have no doubt of the success of such schools under good management. They would better not be too large as it is difficult to keep too many boys employed in one place and it makes confusion."

VI.—Female Education.

Government and Municipal schools for girls

65. The following statement gives the necessary information regarding all Government and Municipal female schools in the province :—

District.	No. of schools on 31st March.		No. of scholars on 31st March.		Average No. on roll during.		Average daily attendance.		Fees collected during		Expenditure.	Annual cost of educating each pupil.
	1890.	1891.	1890.	1891.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.		
									Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Akola .. Government	13	13	386	430	385	384	227	228	74 6 3	75 8 9	2,322 11 1	6 0 8
Akola .. Municipal	3	5	144	209	135	251	78	175	14 8 9	27 6 9	1,810 4 4	5 8 3
Buldana—Government	6	5	223	193	216	197	129	132	37 4 6	34 6 0	1,597 2 5	8 1 8
Basim— Do.	2	2	70	73	65	70	47	54	12 3 3	15 1 6	513 15 2	7 5 5
Amraoti .. Do.	5	5	168	165	173	158	124	107	33 4 9	31 14 3	1,224 15 2	7 12 0
Amraoti .. Municipal	3	3	144	137	140	141	96	81	23 4 3	32 12 0	1,323 9 8	9 6 2
Wun—Government	3	3	88	76	81	80	49	44	18 2 0	18 1 3	611 10 0	7 10 3
Ellichpur— Do.	5	5	150	160	147	142	94	100	21 14 0	23 5 6	1,423 4 0	9 9 10
Total ..	40	41	1,375	1,503	1,342	1,429	842	921	244 15 9	256 8 0	10,826 7 10	7 3 7
Total for 1889-90 ..											9,362 8 3	7 5 7

The number of schools has increased only by one, but there is a more satisfactory increase under every other head. There is a decrease of one school in the Buldana district, which has been more than counterbalanced by the establishment of two Municipal schools in the Akola district. The number of scholars on the rolls has risen in Akola, Basim and Ellichpur, and fallen off in the other districts. The total for the year under report is 1,503, against 1,375 for 1889-90. The average daily attendance has risen in all the districts except Amraoti and Wun.

So long as the social customs of the people remain as they are, and so long as the smallest attempt towards effecting female elevation is resented as a personal insult by the majority of the Hindu and Muhammadan communities, progress in female education must be slow; but it is gratifying to find that the inspecting officers and the schoolmistresses and masters are doing their best under the circumstances, and that some of the intelligent members of the school committees, such as Messrs. Gabusing and Gulam Hussain of Akot, cheerfully render them assistance.

In the Amraoti District the Karanja Hindustani female school continues to be in a very satisfactory condition. The teaching imparted by the trained head mistress of the Amraoti Municipal school No. I continues to be sound, but the attendance is not as good as it should be.

In the Akola District four of the schools are conducted by female teachers, and one of the male teachers is assisted by an assistant mistress. There are in all five female teachers, of whom three are the wives of the masters of schools situated in the same places. The Deputy Educational Inspector says:—

"The Municipal Marathi school at Akola is conducted by a trained mistress from Poona, and her school has the largest attendance and is in a very efficient state, as the number of girls on the roll is 74, and the percentage of successful pupils to those presented for the examination is 82·7. The Akot school has on roll the same number (60) of girls as the Khamgaon Municipal school, but the latter is more efficient, as the percentage of passes in it is higher than in the former. The Marathi female school at Moondgaon is in a very high state of efficiency, as girls passed in it under the 5th and 6th standards. The school at Keliveli, conducted by the wife of the head master of the boys' school there, is nearly in the same state as last year. The mistress continues to impart in addition very useful instruction in cookery and needlework, and her endeavours to teach grown-up girls and women who cannot attend the school are praiseworthy. The girls' school at Danapur is not doing well. All the efforts of the committee to make the girls attend the institution regularly and punctually have failed."

In the Ellichpur district the Cantonment Marathi female school continues to be in a fair condition, but the Anjangaon school has not improved under the trained schoolmistress. The mistress is competent and painstaking, and if the school does not improve under her, it will have to be closed.

In the Wun district the Yeotmal female school is reported to be doing very well; but the schools at Wun and Darwa are not in so satisfactory a condition.

In the Basim district the Hindustani girls' school at Mangrul Pir is reported to be in a satisfactory state.

The municipal committees at Akola and Amraoti have expressed a wish to attach scholarships to the female schools under them, and a proposal to supplement the grants made by them for the purpose has been submitted for sanction.

The present state of female education.

66. The following statement shows the present condition of female education in the province :—

Institutions.	No. of institutions.	No. of pupils attending			Average No. on roll monthly of girls attending			Average daily attendance of girls attending			No. of passes in standards						
		Female schools.	Boys' schools.	Total.	Female schools.	Boys' schools.	Total.	Female schools.	Boys' schools.	Total.	I.	II.	III.	IV.	V.	VI.	Total.
Government schools ...	33	1,097	174	1,271	1,037	157	1,194	665	96	761	177	95	62	35	4	8	381
Municipal schools ...	8	406	..	406	392	.	392	256	...	256	55	24	20	11	3	..	113
Aided schools ...	4	97	94	191	83	83	166	67	72	139	18	5	8	6	2	2	41
Unaided schools ...	4	146	5	151	136	3	139	101	2	103	...	..	..	...	...	...	...
Private schools ...	...	...	3	3	.	3	3		2	2	...		...		...	...	...
Total ...	49	1,746	276	2,022	1,648	246	1,894	1,089	172	1,261	250	124	90	52	9	10	*535
Total for 1889-90 ...	45	1,461	229	1,690	1,424	185	1,609	905	121·9	1026·9	192	159	80	32	11	7	481

* Includes the number of girls who passed the several standards in boys' schools.

There is an increase under almost every head. While the number of schools has increased only by 4, the total number of pupils has increased by more than 300. It will be observed that the number of girls attending boys' schools has increased as well as of those attending female schools. The average daily attendance has also increased.

There is an aggregate increase of 54 in the number of passes. This increase belongs to the first, third, fourth and sixth standards, there being a decrease in the second and fifth.

The average daily attendance during the year under report is 66·6 per cent. of the average number on roll, against 63·8 per. cent during the preceding year. The corresponding percentage in boys' schools for the year under report is 70·8 —*vide* the figures in the table given in paragraph 37.

VII.—Education of Special Classes.

(*a*) Europeans and Eurasians

67. The Anglican school at Yeotmal was closed for want of pupils in October 1890, and consequently the Catholic school at Amraoti was the only school for Europeans and Eurasians at the close of the year under report.

The Amraoti school had a roll of 18 boys and 27 girls on the 31st March 1891, against 14 boys and 23 girls at the end of the previous year. The average daily attendance was slightly above 34. This school was examined by the Educational Inspector in April 1891, when the highest standard taught to the boys was the 4th, and to the girls the 6th. Ten boys passed in the first four standards and twelve girls in the six standards. The Educational Inspector writes :—

"All the girls are taught needle-work, singing and playing on the piano * * All the children looked happy and cheerful, and on the whole the school continues to be in a flourishing condition."

The Christian school at Akola was re-opened on the 4th May 1891, and will be reported on next year.

(b) Muhammadans—Statistics of Hindustani schools.

68. The following table gives the statistics of Government and Municipal Hindustani schools:—

Districts.		No. of schools on 31st March. 1890 Boys.	1890 Girls.	1890 Total.	1891 Boys.	1891 Girls.	1891 Total	No. of scholars on 31st March. 1890. Boys.	1890. Girls.	1890. Total	1891. Boys.	1891. Girls.	1891. Total.	No. of pupils examined and passed under standards. I. Examined.	I. Passed.	II Examined	II Passed.	III. Examined.	III. Passed.	IV Examined.	IV Passed.	V. Examined.	V. Passed.	VI Examined.	VI Passed.	VII. Examined.	VII. Passed.	Total.	
Akola	Government	18		18	17		17	804		804	803	.	803	89	55	71	47	48	25	36	22	21	10	10	6	6	3	287	168
	Municipal	3	1	4	3	2	5	286	24	310	353	88	441	45	36	37	18	29	14	22	10	.						133	78
Buldana—Government.		15	2	17	15	1	16	705	60	765	737	35	772	133	91	89	61	64	40	30	22	10	8					319	222
Basim—Government		4	1	5	4	1	5	269	45	314	282	46	328	64	54	45	34	34	25	17	13							160	126
Amraoti.	Government	15	2	17	15	2	17	825	89	914	754	80	834	123	75	85	61	77	45	55	34	8	3	16	10	8	2	372	230
	Municipal	2	1	3	2	1	3	200	42	242	210	42	252	51	44	27	24	25	15	19	8					.		113	91
Wun—Government		4		4	4		4	175		175	176		176	31	25	17	16	23	17	7	7							78	65
Ellichpur.	Government	9	3	12	10	3	13	447	85	532	500	89	589	72	37	56	27	46	28	27	13	19	13	8	7			228	125
	Municipal	2		2	2		2	162		162	152		152	30	19	23	17	15	4	15	7							83	47
Total .		72	10	82	72	10	82	3,873	345	4,218	3,967	380	4,347	638	436	443	305	361	213	219	136	58	34	40	23	14	5	1,773	1,152
Total for 1889-90														663	448	483	310	342	186	194	122	66	45	30	19	9	4	1,786	1,140

The total number of Hindustani schools in the province on the 31st March last was the same as on the last day of the preceding year. A school for boys was closed at Sangrampur in the Akola district, and one was opened at Yeoda in Ellichpur Similarly the Deulghat school for girls in Buldana was closed, and a Municipal school was opened at Khamgaon in the Akola district.

The number of pupils as shown in the statement has risen from 4,218 to 4,347, the number of boys having increased by 94 and the number of girls by 35. In this table, however, the Muhammadan boys of the high schools and of Marathi and Anglo-Marathi schools have not been included. If we add 31 Muhammadan boys attending high schools, 18 attending the Training College, and 2,062 who study in Marathi and Anglo-Marathi schools, and deduct 286 non-Muhammadans in Hindustani schools, the total number of Muhammadan pupils in all classes of schools under public management will be 6,172, against 5,975 of last year.

The number of Muhammadan pupils in schools under private management was 997 against 699 last year. Thus the total number of Muhammadan pupils under instruction in the province on the 31st March last was 7,169 against 6,674 on the last day of the preceding year.

There is an increase of 12 in the total number passed, though the number examined was less by 13 than that of the preceding year. It is satisfactory that the number of passes under most of the standards higher than the second has increased, there being a decrease only under the 5th standard. The passes under the second standard have fallen off only by 5, and those under the first by 12.

Encouragement to Muhammadan education.

69. Mr. Ghulam Husain, Special Magistrate of Akot, and Mr. Naamatkhan of Khamgaon have accommodated the Urdu girls schools in their towns in their own houses. The kazi of Thugaon gives away Rs. 3 a month, or the rent he receives from Government for the house in which the local Hindustani school is held, for the school fees of poor boys and books required by them. Mr. Daood Khan, Nabob of Ellichpur, has placed a part of his palace at the disposal of the department for the accommodation of the Anglo-Urdu school. The Muhammadan Jalsa of Akola and Mr. Moulvi Nizam-ud-din have continued their scholarships in the high and Anglo-Urdu schools. "These grants," says the

Hindustani Deputy Educational Inspector, "are supplemented by donations and subscriptions collected from time to time for the fees and books of poor boys."

(c) Aborigines.

70. The school at Chikalda continues to be the only school for the aboriginal races. On the 31st March 1891 the total number of aboriginal pupils was 127, against 138 in the previous year. There is also a decrease in the number examined and in the number passed, the numbers being 24 and 14 respectively, against 44 and 23 in the preceding year. During the year under report no boys have passed in standards above the 4th. Seven boys have passed in the first standard, 2 in the second, 3 in the third, and 2 in the fourth, against 2, 2, 10 and 7 respectively in the preceding year.

Low-castes.

71. The following statement shows the number of low-caste pupils during the last five years :—

District.	No. of low-caste pupils on the 31st March				
	1887.	1888.	1889.	1890.	1891
Akola	505	540	567	641	719
Buldana	157	142	191	166	186
Basim	116	130	120	118	97
Amraoti	295	243	189	197	245
Wun	70	78	80	58	115
Ellichpur	201	259	276	274	236
Total ...	1,344	1,392	1,423	1,474	1,598

The statement shows a steady increase on the whole in the number of low-caste pupils in the province, there being a falling-off only in the Basim district for the year under report.

The progress of the low-caste pupils is shown in the following table :—

Schools.	Standard I			Standard II			Standard III			Standard IV			Standard V			Standard VI			Standard VII			Total		
	No. examined	No. passed	No. studying on 31st March	No. examined	No. passed	No. studying on 31st March	No. examined	No. passed.	No. studying on 31st March	No. examined	No. passed.	No. studying on 31st March	No. examined	No. passed.	No. studying on 31st March	No. examined.	No. passed.	No. studying on 31st March	No. examined	No. passed	No. studying on 31st March	No. examined	No. passed.	No. studying on 31st March
Government — Middle Schools—Boys	6	3	30	10	5	10	3	2	9	5		3	5	4	8	3		3	.			32	14	63
Government — Primary Schools — Boys ..	151	84	1,034	102	57	195	81	49	129	27	11	75	12	4	18	2	1	2				375	206	1,453
Government — Primary Schools — Girls ...			7				1	1				1							.	.		1	1	8
Municipal primary schools — Boys ..	10	3	50	7	.	10	8	5	4	6	2	8										31	10	72
Municipal primary schools — Girls	.		2										.			.						..	..	2
Total ..	167	90	1,123	119	62	215	93	57	142	38	13	87	17	8	26	5	1	5				439	231	1,598
Total for 1889-90 ...	200	122	952	142	83	220	98	57	170	41	22	97	19	5	28	2	1	6	1	1	1	511	291	1,474

The table does not show satisfactory progress. Whereas the total number of pupils studying on 31st March 1891 was larger by 124 pupils than on the last day of the previous year, the number of boys examined was smaller by 72 pupils and the number passed by 60 pupils. The number of passes under each of the

primary and secondary standards except the 5th and 6th was smaller in the year ending on the 31st March last than during the previous year, there being no passes under the seventh standard during the past year.

There were 4 special schools for low-caste boys on the 31st March last, against 3 at the close of the previous year, a school having been opened at Parus during the year under report. These are Government schools; but the Akola Bedar school and the Mission schools in Amraoti Camp and at Buldana, which are aided by fixed grants, may also be considered to be special schools—*vide* paragraph 45.

The Deputy Educational Inspector of the Akola District says:—

"The Dheds at Jowla have applied for an independent Dhed school, and those of Sungrampur are anxious that the school building be enlarged so as to afford their sons an opportunity for learning."

The Deputy Educational Inspector of the Buldana District promises to submit shortly proposals for opening special schools for low-caste boys.

The Ellichpur Deputy Educational Inspector does not speak hopefully of the special school at Babhali. He writes:—

"The school at Babhali, which was established at the close of the year 1885 solely for the benefit of the low-caste boys, has been showing unhealthy signs for a couple of years past; and I fear that, if it does not show improved attendance and result at the next annual examination, it will have either to be placed under another master or closed for ever. The members of the school committee no doubt take a lively interest in the affairs of the institution and do all they can to keep it in a prosperous condition. But the poverty of the people and the consequent irregularity in attendance on the part of their children seem to frustrate all their efforts."

VIII.—Private Schools.

72. Private schools are those schools which, not adopting the course of study prescribed either for Government or aided schools, are not examined by the departmental officers. According to the returns received in my office these institutions show a decrease of 5 schools and 44 scholars. Thus on the 31st March last there were, as reported by the District Deputy Educational Inspectors, 9 private schools with 134 scholars, against 14 schools and 178 scholars at the close of the preceding year.

As these schools are not examined by the departmental officers and do not receive any grants from Government, the masters do not care to make their existence known to the authorities, and consequently there may be many such schools which are not included in our returns. The Hindustani Deputy Educational Inspector says that many of the Koran schools do not find any place in our returns.

IX.—Preparation and Distribution of Text-books and other Educational Literature.

Work done by the Text-book Committee.

73. At the beginning of the year the Text-book Committee had two books on hand for review, and four books were sent to them for opinion during the year. One of the books was lost and could not be found in the library of the late Rao Bahadur Purushottam Rao, to whom it had been sent by the Secretary for opinion in the first instance. The author has very recently sent another copy, which will be circulated among the members. The Committee reported on four books during the year, and had on hand only one book on the 31st March last.

Book depots.

74. There has been no change in the number of book depôts since the last report was written. We have one central book depôt at Akola, and twenty-nine branch book depôts attached to Government schools in towns and large villages in all the districts.

Stock account of the depôt.

75. The stock account of the depôt for the year 1890-91 is as follows :—

Receipts.

	Copies.	Amount. Rs.	a.	p.
Balance on 31st March 1890 ...	180,504	24,600	1	8
Books and maps printed and purchased during the year	103,707	14,714	15	10
Total ...	284,211	39,315	1	6

Disbursements.

Books and maps sold during the year.	103,804	14,945	8	7
Balance on 31st March 1891 ...	180,407	24,369	8	11
Total ...	284,211	39,315	1	6

A more detailed statement of the transactions is given below :—

Language.	Balance on 31st March 1890.		Books and maps purchased and printed during the year.		Total.		Books and maps sold during the year.		Balance on 31st March 1891	
	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.	Copies.	Amount.
		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.
English	11,983	5,220 15 11	7,740	3,264 7 6	19,723	8,485 7 5	7,664	2,595 5 10	12,059	5,890 1 7
Marathi	1,52,621	15,842 8 11	90,908	10,595 15 4	2,43,529	26,438 8 3	89,885	11,298 11 1	1,53,644	15,139 13 2
Sanskrit	2,696	845 8 0	68	101 8 0	2,764	947 0 0	398	207 7 0	2,366	739 9 0
Persian	757	120 3 0	60	20 10 0	817	140 13 0	60	14 6 3	757	126 6 9
Urdu	12,447	2,579 13 10	4,931	732 7 0	17,378	3,303 4 10	5,797	829 10 5	11,581	2,473 10 5
Total	1,80,504	24,600 1 8	103,707	14,714 15 10	2,84,211	39,315 1 6	103,804	14,945 8 7	1,80,407	24,369 8 11

It will be observed that the value of books and maps sold during the year being greater than that of books and maps purchased by Rs. 230-8-9, the balance of stock has decreased by the same amount.

76. Books of the selling price of Rs. 14,714-15-10 were purchased during the year at a total cost of Rs. 11,936-2-4. The difference of Rs. 2,778-13-6 would have been considered as gross profit if the value of books purchased had not been exceeded by that of books sold. But the value of books actually sold amounted to Rs 14,945-8-7, and therefore the profit, which must be proportionally greater, might be deemed to be about Rs. 2,821. The expenditure on account of the depôt is as follows :—

	Rs.	a.	p.
Cost of the establishment	1,626	13	4
Contingencies	361	11	3
Commission paid to branch depôt keepers ...	468	4	0
Total ...	2,456	12	7
Profit ...	2,821	0	0
Net gain to Government ...	364	3	5

77. The cash account of the depôt is as follows :—

Receipts.

		Rs	a.	p.
Balance on 31st March 1890	...	0	12	8
Sale proceeds of books ...	...	14,945	8	7
Do. of broken boxes	...	26	12	0
Do. of Berar School Paper	...	1	3	0
Do. of Sanitary Primer	...	0	1	0
Total	...	14,974	5	3

Disbursements.

Amount paid into treasury on account of sale of books...	...	14,466	15	7
Do. of broken boxes	...	26	12	0
Do. of Berar School Paper	...	1	3	0
Do. of Sanitary Primer	...	0	1	0
Commission allowed to branch book depôt keepers	...	468	4	0
Cash in hand with some depôt keepers	...	11	1	8
Total	...	14,974	5	3

Literature.

78. During the year under report thirteen books were registered under Act XXV of 1867, against 16 in the previous year. Six of these were issues of the *Berar School Paper*. The others were (1) *Niti Mandir* (The Temple of Morality), Part I; (2) *Niti Mandir*, Part II, (3) *Mulache Vachana* (Reading of Boys); (4) *Bala Shushrusha*, (The Bringing up of Children), Part I; (5) *Bala Shushrusha*, Part II. (6) *Uttam Shetkari* (The Best Farmer), second edition; and (7) the *National Congress of India*. All the books are in Marathi. The Berar School Papers were printed at the Akola *Shuddha Varhadi Press*, and the others at the Akola *Vaidarbha Press*. The first edition of *Uttam Shetkari* was registered for copyright in 1887.

Public libraries.

79. Four libraries or reading rooms were opened during the year and five closed, and thus the number existing on the 31st March last was 30, against 31 on the last day of the preceding year. The four libraries that were opened during the year are at Malegaon, Kurankhed, and Telhara in the Akola district, and at Karajgaon in Ellichpur. All those that were closed were in the Akola district, *viz.*, those at Shegaon, Matergaon, Jalamb, Balapur Peth and Balapur Fort. The Malkapur library has been temporarily closed because the building lately constructed for it has not yet been formally opened. The following table gives detailed information about the libraries and reading rooms in the province :—

District.	Locality.	Average number of subscribers during the year.	Rate of subscription.	Average monthly income.						No. of books in the library.	No. of books issued to subscribers during the year.	No. of newspapers and periodicals.	
				Subscription.			Grants from town and municipal funds.					Vernacular and Ang'o-Vernacular.	English.
				Rs.	a.	p.	Rs.	a.	p.				
Akola.	Akola ..	140	Rs. 2, Re. 1, As. 8, & As. 4.	48	0	0	10	0	0	716	2,190	19	8
	Kurankhed ..	18	As. 4, & As. 2 ...	3	4	0	...			44	24	9	...
	Telhara ...	33	Re. 1, As. 8, & As. 4 ..	20	0	0	...			...	...	10	3
	Assegaon ...	20	As. 6, As. 4, & As. 2 ..	4	4	0	...			12	12	10	...
	Keliveli ..	20	Anna 1 & Anna ½ ...	1	8	0	...			54	125	8	...
	Malegaon ...	10	As. 2½ & As. 1½ ..	0	9	0	...			1	...	4	...
	Akot ...	2	As. 8, As. 4, & As. 2 ..	1	0	0	8	5	4	242	...	12	1
	Khamgaon .	29	Rs. 2, Re. 1, & As. 8 ...	23	8	0	15	0	0	689	20	8	2
	Allegaon ...	6	As. 2½	1	0	0	...			40	...	4	...
	Jalgaon ...	29	Re. 1, As. 8, As. 4, & As. 2.	10	0	0	...			203	349	12	2
	Paturda ...	20	As. 4, As. 2, & Anna 1 ...	2	8	0	...			5	5	14	...
Buldana.	Buldana ...	20	Re. 1, As. 8, & As. 4 ...	14	8	0	...			190	...	6	3
	Chikhli ...	15	Re. 1, As. 8, As. 4, & As. 2.	7	4	0	...			121	...	6	1
	Mehkar ...	15	Re. 1, As. 8, As. 4, & As. 2.	4	0	0	...			125	10	5	...
	Malkapur ...	15	Rs. 2, Re. 1, & As. 8 ...		...		...			175	...	...	...
	Deulgaon Raja.	26	As. 6, As. 4, As. 3, & As. 2.	7	4	0	...			51	...	14	2
Basim.	Basim ..	12	Re. 1, As. 8	10	0	0	10	0	0	550	75	7	2
	Pusad ...	45	Re. 1, As. 8, & As. 4 ...	15	0	0	...			90	40	8	...
Amraoti.	Amraoti ...	61	Rs. 2, Re. 1, As 8, & As. 4.	42	0	0	25	0	0	851	600	16	11
	Tallegaon ..	8	Re. 1, As. 8, & As. 4. ...	5	0	0	...			98	..	8	...
	Mangrul D.	10	Rs. 5, Rs. 4, Rs. 3, Rs. 2, & Re. 1 per year.	4	0	0	...			75	20	10	...
	Morsi ...	40	Rs. 2, Re. 1, As. 8, As. 4, & As. 2.	8	0	0	2	0	0	3	...	12	2
	Badnera ...	40	Re. 1, As 8, & As. 4 ...	15	0	0	...			25	10	10	3
Wun.	Yeotmal ...	52	Rs. 2, Re. 1, As. 8, & As. 4.	32	3	0	10	0	0	323	249	9	7
	Wun ...	36	Re. 1, As. 8, As. 4, & As. 2.	15	0	0	...			70	102	7	1
Ellichpur.	Ellichpur Captonment	46	Rs. 2, Re. 1, As. 8, & As. 4.	20	1	8	...			586	252	10	3
	Ellichpur City.	35	Re. 1, As. 8, & As. 4 ...	16	0	0	7	0	0	59	58	13	2
	Karajgaon ...	97	As. 8, As. 4, As. 3 & As. 2.	10	9	4	...			105	95	17	...
	Daryapur ...	82	Re. 1, As. 8 & As. 4 ...	41	10	8	...			372	726	13	1
	Anjangaon ...	20	Re. 1, As. 12, As. 8, As. 4, & As. 2.	5	9	10	...			60	60	7	...

Press.

80. The following table gives the usual information about printing presses in the province :—

District.	Name of press.	Name of publisher.	Publication thereat.		Remarks.
			Newspapers.	Periodicals.	
Akola.	Varhad Samachar.	Narayan Khanderao.	Varhad Samachar.	None ..	Weekly paper. Annual subscription Rs. 5.
	Vaidarbha ..	Vyankatesh Ramchandra..	Vaidarbha ...	Do. ...	Weekly paper. Annual subscription Rs. 4.
	Shuddha Varhadi.	Hari Ramchandra.	Shuddha Varhadi.	Berar School Paper.	Weekly paper. Annual subscription Rs. 2. Berar School Paper, a monthly magazine published by the Educational Department.
	Guna Sindhu...	Baijanath Abhyan Karan Byasa.	Sajjana Sudhapan.	None ...	Weekly paper. Annual subscription Rs. 2-13-0. It is written in Hindi.
	Chandra Kant.	Mahomed Alli Tyab Alli.	None ...	Do. ...	The press does not issue any newspaper. It merely does job printing
	Sidhant Kalpataru.	Gopinaj ajdhar.	Do. ...	Do. ..	Do. do. do.
Amraoti.	Pramod Sindhu.	Yeshwant Govind.	Pramod Sindhu.	Do. ...	Weekly paper. Annual subscription Rs 3-13-0.
	Albion Press ..	Bapu Vithal ..	None ..	Do. ...	The press does only job printing.
Ellichpur.	Surya Kant ...	Waman Narayan.	Surya Kant..	Do. ...	Weekly paper. Annual subscription Rs. 2-13-0.

Educational Conference.

81. The Educational Conference was held in the year under report at Akola on the 26th November and the three following days. I have already submitted a full account of the proceedings in my letter No. 2765, dated the 22nd December 1890, and I therefore give here only a short account of the lectures given and classes taught by the several masters. An interesting essay on the "Kindergarten system" was read by Mr. Krishnaji Mulhar, Head Master of the Anglo-Vernacular School at Jalgaon; Mr. Damodar Krishna Tilak, Officiating Head Master of the Anglo-Vernacular School, Malkapur, read an essay on the difficulties of village schoolmasters; Mr. Prabhakar R. Kunte gave an interesting description of his voyage to England and of what he saw in that country; Mr. R. W. Deobhankar, Assistant Master in the High School at Akola, gave a short lecture on the importance of science, illustrating what he said by interesting experiments in chemistry and physics; Mr. Sayad Abdulla, Assistant Master in the Anglo-Hindustani School at Akola, gave a lecture in Urdu on "religious education," the substance of which was explained in Marathi by Mr. Abas Khan, Urdu Assistant in the Training College.

Classes were taught before the assembly by Mr. Jaykrishna Bapu Rao, Assistant Master in the Anglo-Vernacular School, Ellichpur Cantonment, in Euclid; by Mr. Mahadeo Khundu, Head Master of the Primary Marathi School at Sindkheid (Akola), in arithmetic; by Mr. Ramchandra Manohar, Assistant Master in the primary school at Darwha, in history; by Mr. Damodar Mohoniraj, Assistant Master in the Anglo-Vernacular school at Malkapur, in history; and by Mr. Gopal Ganesh, Head Master of the Anglo-Vernacular School at Morsi, in arithmetic.

These lectures and teaching of classes do much good, especially to the younger masters, and I am thankful to all those who took pains to prepare themselves for the occasion.

Circle gatherings.

82. Town and village schoolmasters continue to meet at central places in all the districts, and as the presidents of these gatherings attend the Teachers' Association at Akola or Amraoti, the proceedings of these minor meetings are carried on in the same way as those of the larger body. The Educational Inspector says :

"These gatherings and the Teachers' Association are bringing home to the minds of a considerable number of masters that old methods will not do, that if they wish to keep pace with the times they must study and follow new and better ways of teaching, and that they must improve their knowledge. An increasing demand for good books and the establishment of libraries in even out-of-the-way places bear witness to this conviction on their part, and there is no doubt that gradually the whole body of teachers will be leavened with it."

The Buldana Deputy Educational Inspector writes :

"There are 13 centres of teachers' gatherings in the district. Judging from the reports of their proceedings which are sent to this office from time to time, it appears that the work done at them continues to be useful and is calculated to improve the teachers, especially those whose lot is cast in villages. By their coming in contact, occasionally though it be, with those who are their betters, the village schoolmasters are enabled to learn things which they never knew before, and thus make additions to the stock of their limited knowledge. The institution of these gatherings also engenders sympathies among teachers and leads to the promotion of a sort of *esprit de corps* which is so necessary to the well-being of every department."

X.—Recommendations of the Education Commission.

83. The Resident's ruling that the teaching of high school standards in the Anglo-Vernacular schools should be discontinued, unless the people pay the full salary of a teacher fully qualified to teach standard VII, and that English classes should continue to be attached to primary schools only if the people pay the full salary of the English teacher that will have to be employed, is in accordance with the spirit of a recommendation of the Education Commission. During the year under report primary education has been much extended, chiefly through the increase in the number of aided indigenous schools. A pupil-teachers' class has been attached to one of the high schools, and the men are being trained as teachers for middle school course. Conduct registers have been introduced into the high schools, and inter-school rules also have been introduced during the year. An additional special school for low-caste pupils has been opened. A proposal has been made for attaching a few exhibitions to the Akola and Amraoti schools for girls, which are under female teachers.

I have the honour to be,

Sir,

Your most obedient servant,

S. B. JATAR,

Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDICES.

EDUCATION.

GENERAL TABLE No. I.—*Abstract return of colleges, schools and scholars in the Hyderabad Assigned Districts at the end of the official year* 1890-91.
(*For details see General Table* III).

Area and population.				Public institutions.							Private institutions.				
				University education.		School education, general.		School education, special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges	Professional colleges	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary	Grand total.	Percentage of.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
17,711	Towns... 34 Villages 5,551 Total... 5,585	Males... 1,491,060 Females. 1,405,610 Total 2,896,670	Institutions. For males.	...	...	26	1,198	1	1	1,226	6	3	1,235	Institutions to number of towns and villages. 22·1	
			Institutions. For females	...	..	...	49	...	...	49	...	...	49	·8	
			Total ...	...	...	26	1,247	1	1	1,275	6	3	1,284	22·9	
			Scholars. Males .	...	...	4,665	43,408	91	25	48,189	99	32	48,320	Male scholars to male population of school-going age* 21·6	
			Scholars. Females..	...	...	4	2,015	...	...	2,019	...	3	2,022	Female scholars to female population of school-going age* ·9	
			Total ...	...	...	4,669	45,423	91	25	50,208	99	35	50,342	11·5	

*The population of school-going age is taken at 15 per cent of the whole population.

GENERAL TABLE No. II.—*Abstract return of expenditure on public instruction in the Hyderabad Assigned Districts for the official year* 1890-91.
(*For details see General Table* IV.)

	Total direct expenditure on public instruction. §							Total indirect expenditure on public instruction.									Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on public instruction.	
	Arts Colleges	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Ps.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... { For males	...	...	77,264	2,36,773	9,780	...	323,817	...	19,462	33,426	8,799	59,140	9,635	6,722	1,37,184	4,73,991	
{ For females	...	...		12,990	...	...	12,990	...									
Total ...	...	...	77,264	2,49 763	9,780	...	336,807	...	19,462	33,426	8,799	,59,140	9,635	6,722	1,37,184	4,73,991	
2. (*a*) Percentages* of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction ...	...	...	24·09	41·8	4·07	...	70·4	...	8·1	13·8	3·6	4·3	...	...	29·5	...	
(*b*) Percentages* of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on public instruction.	...	...	·05	61·9	...	...	62·02	...	...	·9	...	35·2	..	1·7	37·9	...	
(*c*) Percentages* of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction ...	...	...	1·2	86·6	...	...	87·7	..	...	..	...	2·3	...	9·8	12·1	...	
(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on public instruction	...	...	16·3	52·6	2·06	...	71·5	...	4·1	7·4	1·8	12·4	2·03	1·4	28·9	...	
3. Average annual cost† of educating each pupil in			Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.										
Government institutions. { Cost to Provincial Revenues ..	...	...	13 2 6	2 12 9	115 0 11	...	4 7 6										
{ Cost to Local and Municipal Funds.	...	...	0 0 8	2 9 2	...	...	2 3 4										
Total cost ...	..	...	17 4 9	6 3 8	115 0 11	...	7 15 6										
Municipal schools.‡ { Cost to Provincial Revenues ...	...	...	...	...	...	...	...										
{ Cost to Municipal Funds ...	...	...	...	3 1 3	...	...	3 1 3										
Total cost ...	...	...	...	6 4 7	...	...	6 4 7										
Aided institutions. { Cost to Provincial Revenues ...	...	...	...	1 11 5	...	...	1 11 5										
{ Cost to Local and Municipal Funds.	...	...	...	0 2 0	...	...	0 2 0										
Total cost ...	...	...	...	4 9 8	...	...	4 9 8										
Unaided institutions ... ... Total cost ...	...	...	...	3 3 11	...	...	3 3 11										
All institutions. { Cost to Provincial Revenues ...	...	...	13 2 6	2 4 11	115 0 11	...	4 15 11										
{ Cost to Local and Municipal Funds.	...	...	0 0 8	2 0 10	...	...	2 14 5										
Total cost ...	...	...	17 4 9	5 12 0	115 0 11	...	9 14 0										

* The percentages required for 2(*a*), 2(*b*), 2(*c*) are to be calculated from figures given in column 7(*a*) 7(*b*) 7(*c*) respectively of General Table IV.

† The annual cost is calculated on the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted except in the columns showing the average annual cost of educating each pupil.

EDUCATION.

GENERAL TABLE No. III.—*Return of colleges, schools and scholars in the Hyderabad Assigned Districts for the official year* 1890-91.

Class of Institutions.	Public institutions.																		Grand total of public institutions.	Grand total of scholars on the 31st of March.	No. of scholars on the 31st of March learning			Classification of scholars on the 31st of March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
	Under public management.												Under private management.																		
	Managed by Government.				Managed by Local Fund and Municipal Boards.				Maintained by Native States.				Aided by Government or by Local Fund or by Municipal Boards.				Unaided.															
	No. of institutions.	No. of scholars on the rolls on 31st March	Average No. on the rolls monthly during the year.	Average daily attendance.	No. of institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	No. of institutions	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	No. of institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.	No. of institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
SECONDARY SCHOOLS.																																	
School Education, General. — For Boys — High Schools	..	2	a 401	353	303	...	...	...	...	..	...	...	...	...	...	...	...	..	...	...	2	401	401	273	128	..	2	366	31	2	.	
Middle Schools—English	...	24	54,268	4,113	3,224	...	...	...	...	..	...	...	...	...	..	..	..	...	...	...	24	4,268	1,961	430	4,268	..	6	3,915	343	4	4	
Total	...	26	4,669	4,466	3,527	..	...	...		..	..	...	...	...	...	..	...	..	..	...	...	26	4,669	2,362	703	4,396	..	8	4,281	374	6	4	
PRIMARY SCHOOLS.																																	
For Boys	... ...	553	c 29,336	28,126	19,785	17	2,270	2,065	1,549	..	..	...	..	523	d 10,733	10,456	8,420	105	f 1,260	1,157	893	1,198	43,659	205	4	43,646	24	57,385	6,200	50	269	
For Girls	.. ..	33	1,097	1,037	665	8	406	332	256	..	..	...	..	4	e 115	101	85	4	146	126	101	49	1,764	46	..	1,719	45	20	1,261	438			18
Total	...	586	30,433	29,163	20,450	25	2,676	2,397	1,805	..	..	...	.	527	10,908	10,557	8,505	109	1,406	1,293	994	1,247	45,423	251	4	45,365	45	44	38,646	6,638	50	269	19
SCHOOLS FOR SPECIAL INSTRUCTION.																																	
School Education, Special— Training Schools	.. ..	1	g 91	85	72	...	..	..	..	..	.	...	...	...	...	...	...	.	..	...	...	1	91	4	14	87	.		73	18	...	...	
Industrial Schools for Masters	...	..	..	..	..	...	...	...	...	...	...	...	...	...	...	...	...	1	25	24	24	1	25	1		25	1	16	8	5	...	.	
Total	...	1	91	85	72	...	...	...	...	..	..	...	..		...	...	...	..			...	2	116	5	14	112	1	16	76	23	...	...	
Total of Colleges and Schools of Public Instruction	... ...	613	35,193	33,714	24,049	25	2,676	2,397	1,805	.	...	...	.	527	10,908	10,557	8,505	110	1,431	1,317	1,018	1,275	50,298	2,618	721	49,873	46	68	43,003	7,085	56	273	18
PRIVATE INSTITUTIONS ... 1. Advanced teaching— (a) Arabic or Persian																					For Boys ...	6	99	...	99	...	...	...	...	...	...	
2. Elementary, teaching a vernacular only or mainly ...																					For Boys ...	2	*29	...	..	29	...	...	29	.	3	* Includes 3 girls.
3. Elementary, teaching the Koran																					For Boys ...	1	6	...	6	..	...	...	...	..	...	
																					Total ...	9	134		105	29	..	.	134		3	
																					Grand Total ...	1,284	50,342	2,618	826	49,902	46	68	43,003	7,169	56	276	18

a. Excludes 4 pupil-teachers who are being trained for teacherships for Middle School course in the Amraoti High School.
b. Excludes 5 pupil teachers attending the Anglo-Vernacular Schools at Mehkar, and includes 4 girls.
c. Includes 170 girls and excludes 7 pupil teachers attending two of the primary schools.
d. Includes 94 girls.
e. Includes 18 boys.
f. Do. 5 girls.
g. Do. 16 pupil teachers attending other institutions.

GENERAL TABLE No. IV.—*Return of Expenditure on Public Instruction*

Objects of expenditure.	Public															
	Under public management.															
	Maintained by Government.							Maintained by cal Fund and Municipal Boards.							Main.	
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues	Local Funds in Native States
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.		Rs.	Rs.		
SECONDARY SCHOOLS.																
School Education . General. — For Boys. — High schools ...	16,238	...	...	5,227	...	...	21,465	...	...	...	...	..	...	...	...	...
School Education . General. — For Boys. — Middle schools. — English ...	42,535	69	120	12,278	797	..	55,799	...	...	...	...	..	...	...	...	...
Total ...	58,773	69	120	17,505	797	...	77,264	...	...	...	...	..	...	...	...	...
PRIMARY SCHOOLS.																
School Education . General. — For Boys	81,296	68,932	490	20,902	2469	...	1,74,089	...	4475	6092	1,875	..	...	12,442	...	...
School Education . General. — For Girls	980	5,534	128	954	96	...	7,692	..	867	1298	469		..	2,634	...	...
Total ...	82,276	74,466	618	21,856	2565		1,81,781	...	5342	7390	2,344	..	...	15,076	...	...
SCHOOLS FOR SPECIAL INSTRUCTION *School Education, Special.*																
Training Schools for masters ...	9,780	...	..	...	...	...	9,780	...	...	...	...	..		...	...	...
Total ..	9,780	...	...	...	...	...	9,780	...	...	...	...	..		..	...	...
Buildings	10,538	45818	232	..	2387	...	58,975	...	...	...	...	..	...	..	...	
Furniture and apparatus [Special grants only]	...	...	...	8,472	502	...	8,974	..	..	...	643	..	..	63		...
Total ..	10,538	45,818	232	8,472	2889	...	67,949	...	...	.	643	..	...	643	...	...
University	...	...	...	...	...	...	...	..	...	..	...	.	...	...		...
Direction	...	...	..	...	...	...	...	...	...	...	...	..	...	...	...	...
Inspection	...	..	...	...		..	...	...	...	...	...		...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	..	...	...	..	...	...	...	..	...	...	...	...
Scholarships held in — Professional Colleges ..	..	...	...	...	...	...	...	..	...	...	...	..	...	...	..	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...	...	..	..	...	..	...	..	...	...
Scholarships held in — Primary Schools	...	..	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Scholarships held in — Special Schools other than Training Schools . ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	..
Total ..	...	..	...	...	...	...	...		...	...	...	...	...	...	.	...
Total Expenditure on Public Instruction	1,61,367	120,359	970	47,833	6251	...	3,36,774	.	5342	7390	2,987	..	...	15,719	...	..

a. Scholarships in the Arts Colleges of the Bombay Presidency.
b. Includes :—

	Rs.
Printing	423
Book Depot	—585
Total ...	—102

TION.

in the Hyderabad Assigned Districts for the official year 1890-91.

Institutions maintained by Native States					Under private management. Aided by Government or by Local Fund or Municipal Boards.							Unaided				Total expenditure from					
Municipal funds raised in Native States	Fees	Subscriptions.	Endowments and other sources.	Total	Provincial Revenues.	Local Funds	Municipal Funds.	Fees	Subscriptions	Endowments and other sources.	Total.	Fees	Subscriptions	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds	Fees.	All other sources.	Grand Total.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	Rs.	Rs.	Rs	R	Rs	Rs	Rs	Rs.	Rs	Rs	Rs	Rs	Rs.	Rs	Rs	Rs.	Rs.	Rs	Rs	Rs.	Rs.
..	.		..	...		...	...	..	...	...	...		...	...	...	16,238	..	...	5,227	...	21,465
.			...	...		..	. .	..	..	...	..	...	...	...	...	42,535	69	120	2,278	797	55,799
			.		...			..	.	..	...	.	...	...	...	58,773	69	120	17,505	797	77,264
.	.	.	..	..	16,644	120	578	27,437	1 312	.	46,091	4,141	10	..	4,151	97,940	73,527	7160	54,355	3791	2,36,773
..	..			..	1,478	600	51	136	273	.	2,538	...	126	...	126	2,458	7,001	1477	1,559	495	12,990
..			.	..	18,122	720	629	27,573	1,585	. .	48,629	4.141	136	.	4,277	1,00,398	80,528	8637	55,914	4286	2,49,763
...		...			. .	...	...	...	..	..	...	...			...	9,780	..	...	...	...	9,780
...	..	...	..			..	...	.	...	.	..	.		...		9,780	...	...	..	..	9,780
...	.		..	.	...	...	...	...	90	...	90	.	75	..	75	10,538	45,818	232	...	2552	59,140
..			..	.	. .	...	..	...	18	..	18		..	...	...	...	...	...	9,115	520	9,635
			...		.	...	..		108		108	...	75		75	10,538	45,818	232	9,115	3072	68,775
.	..			..		...	...	...	..	...	...	..	...	...	...	..	...	...	...	...	...
...	..			...	...	...	...	...	...	..	...		...	..	..	19,462	...	..	...	...	19,462
..		...	..			. .	...	...	..	...	...	...	...	...	...	32,130	1,296	...	...	...	33,426
...		.	...	...	...	...	...	...	...	...	...	...	...	...	...	a 1,300	...	...	...	..	1,300
.		..	..	..	...	.	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	.	...	...	..	...	...	...	...	...	...	...	...	...	...	...	7,499	...	...	..	...	7,499
.		...	...	..	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
...		..	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	..
...	.		...	.	...	.	...	...	...	...	...	...	..	...	...	b—102	c 2,236	982	3,185	421	6,727
...	...		.			...		...	.	...	. .		...	..	..	60,289	3,532	982	3,185	421	68,409
...		..	..		18,122	720	629	27,573	1,693	...	48,737	4,141	211		4,352	2,39,778	1,29,947	9971	85,719	8576	4,73,99

c. Includes —

	Rs.
Pensionary allowances	1,660
Chief office establishment	2
Clerks in the Deputy Commissioners' offices	574
Total	2,236

GENERAL TABLE No. V.—*Return of the stages of instruction of pupils in public schools for general education in the Hyderabad Assigned Districts at the end of the official year* 1890-91.

Class of schools.	No. of schools.	No. of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			Middle stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the upper secondary (middle) stage.			Upper primary stage. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Lower primary stage. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			Not reading printed books.				
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.																				
For Boys—Government—English ...	26	4,669	486	...	486	1,872	...	1,872	921	...	921	486	...	486	900	4	904	4,665	4	4,669
Primary Schools.																				
For boys. Government ...	553	29,336	...	...	...	1,205	..	1,205	8,505	9	8,514	5,675	14	5,689	13,781	147	13,928	29,166	170	29,336
For boys. Municipal ...	17	2,270	...	...	...	...	...	.	702	...	702	460	...	460	1,108	...	1,108	2,270	...	2,270
For boys. Aided ...	523	10,793	...	...	...	47	...	47	2,560	5	2,565	2,455	6	2,461	5,637	83	5,720	10,699	94	10,793
For boys. Unaided ...	106	1,285	...	...	...	...	...	...	189	...	189	218	..	218	873	5	878	1,280	5	1,285
Total ...	1,199	43,684	...	...	...	1,252	...	1,252	11,956	14	11,970	8,808	20	8,828	21,399	235	21,634	43,415	269	43,684
For girls. Government ...	33	1,097	...	...	..	...	25	25	...	181	181	...	172	172	...	719	719	...	1,097	1,097
For girls. Municipal ...	8	406	...	...	...	...	13	13	...	59	59	...	54	54	...	280	280	...	406	406
For girls. Aided ...	4	115	...	...	...	18	38	56	...	17	17	...	6	6	...	36	36	18	97	115
For girls. Unaided ...	4	146	...	...	...	...	...	...	...	...	...	...	..	...	...	146	146	...	146	146
Total ...	49	1,764	...	..	...	18	76	94	...	257	257	...	232	232	...	1,181	1,181	18	1,746	1,764
Total Primary Schools ...	1,248	45,448	...	...	...	1,270	76	1,346	11,956	271	12,227	8,808	252	9,060	21,399	1,416	22,815	43,433	2,015	45,448
Grand Total ...	1,274	50,117	486	...	486	3,142	76	3,218	12,877	271	13,148	9,294	252	9,546	22,299	1,420	23,719	48,098	2,019	50,117

GENERAL TABLE VI.—*Return showing the results of prescribed examinations in the Hyderabad Assigned Districts during the official year* 1890-91.

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Schools for General Education.																				
Matriculation—Boys ...	2	...	...	2	27	...	...	...	27	15	...	...	...	15	...	...	14	1	...	
Middle School Examination, Boys	23	...	...	23	243	...	...	...	243	147	...	...	...	147	...	..	140	7	...	
Upper Primary Examination. { Boys .	364	123	..	487	2,657	344	...	...	3,001	1,454	72	...	..	1,526	.	...	1,01	135	...	(a) Includes 1 boy
Girls ..	17	4	..	21	55	a 8	. .	..	63	46	a 7	...	..	53	2	..	41	10	...	(b) Do 8 girls
Lower Primary Examination. { Boys ..	566	461	21	1,018	b 4,881	c 1697	19	...	6,597	d 3,180	909	..	...	4,089	...	...	3,797	292	...	(c) Do 1 girl.
Girls ...	37	3	. .	40	146	e 13	...	...	159	159	f 9	...	...	122	6	..	95	21	...	(d) Do. 6 girls.
Public Service Certificate Examination. { English ..	3	...	...	3	109	...	...	...	109	109	...	...	...	69	...	...	65	4	...	(e) Do. 6 boys
Vernacular. ...	52	1	...	53	614	3	...	2	619	344	2	...	2	348	2	...	323	23	...	(f) Do. 4 boys.
Schools for Special Instruction.																				
Training School Examination for Masters. { Upper ...	1	..	.	1	23	...		..	28	23	...	...	...	23	...	...	18	5	...	
Lower ...					*55	...	...	...	55	†43	...	...	..	43	...	...	36	7	...	
School of Arts Examination.	‡3	...	...	3	77	...	..	...	77	7	...	...	...	7	...	...	7	...	...	

* Includes 17 pupil-teachers attending Government schools for general education.
† Includes 9 do. do. do.
‡ Bombay Sir J. J. School of Arts Examination for Certificate

EDUCATION.

GENERAL TABLE No. VII.—*Return showing the distribution of Local Fund and Municipal Expenditure on Public Instruction in the Hyderabad Assigned Districts for the official year* 1890-91.

Objects of expenditure.	Expenditure of Local Fund Boards on public instruction.														Total Local Fund expenditure on public instruction.	Expenditure of Municipal Boards on public instruction.													Total Municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.	Remarks.
	In institutions managed by Local Fund Boards.											In institutions managed by				In institutions managed by Municipal Boards.									Institutions managed by					
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance	Provincial grants.	Local funds.	Municipal grants.	Fees	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.		Number of institutions.	Number of scholars on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance	Provincial grants.	Municipal rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Local Fund Boards.	Private persons or Associations.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
School Education, General.																																
SECONDARY SCHOOLS.												Rs	Rs.	Rs.	Rs.						Rs.	Rs.	Rs.			Rs.	Rs.		Rs.	Rs.	Rs.
For Boys—English	...	...	...	...	...	...	...	...	...	...	...	69	...	...	69	...	...	...	...	..	...	..	...	...	...	..	120	...	...	120	189	
Total	...	...	...	...	...	...	...	...	...	...	...	69	...	...	69	...	...	...	...	...	...	...	...	...	...	...	120	...	...	120	189	
PRIMARY SCHOOLS.																																
For Boys	..	...	...	...	...	...	...	...	...	...	...	68,932	4,475	120	73,527	17	2,270	2,005	1,549	...	6,092	4,475	1,875	...	...	12,442	490	...	578	7,160	80,687	
For Girls	...	...	...	...	...	...	...	...	...	...	..	5,534	867	600	7,001	8	406	392	256	...	1,298	867	469	...	...	2,634	128	...	51	1,477	8,478	
Total	...	...	...	...	...	...	...	...	...	...	...	74,466	5,342	720	80,528	25	2,676	2,397	1,805	...	7,390	5,342	2,344	..	...	15,076	618	...	629	8,637	89,165	
Buildings.	...	...	...	...	...	...	...	...	...	...	...	45,818	..	...	45,818	...	...	...	...	...	...	...	...	..	...	...	232	...	...	232	46,050	
Furniture and Apparatus. (Special grants only.)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	643	...	..	643	...	...	...	...	...	
Total	...	...	...	...	...	...	...	...	...	...	...	45,818	...	...	45,818	...	...	...	...	...	...	...	643	...	..	643	232	...	...	232	46,050	
Inspection	...	...	...	...	...	...	...	...	...	...	...	1,296	...	...	1,296	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,296	
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	2,236	...	...	2,236	...	...	...	...	...	982	...	...	...	...	982	...	...	...	982	3,218	
Total	...	...	...	...	...	...	...	...	...	...	...	3,532	...	...	3,532	...	...	...	...	...	982	...	...	...	...	982	...	...	...	982	4,514	
Grand Total	...	...	...	...	...	...	...	...	...	...	...	1,23,885	5,342	720	1,29,947	25	2676	2,397	1,805	..	8,372	5,342	2,987	...	...	16,701	970	...	629	9,971	1,39,918	

AKOLA,
10th June 1891.

S. B. JATAR,
Director of Public Instruction, H. A. D.

Extract from the Proceedings of the Resident at Hyderabad, No. 4230, dated Hyderabad Residency, the 26th November 1891.

Read—

The report on the education of the Hyderabad Assigned Districts for the year 1890.

ORDER.

This report was due with the Resident on the 20th July and with the Government of India on the 15th November. It was received from the Commissioner on the 24th August, since which date it has unfortunately been delayed in this office owing to the pressure of other work before Sir Dennis Fitzpatrick's departure on leave.

Paragraph 2 of the report.

2. *Results of the year's operations.*—The Officiating Resident is pleased to observe that the general progress during the year is satisfactory, and is particularly glad to notice that the Director is able to report a great improvement in indigenous schools.

Paragraph 4 of the report.

3. *Public and private schools with scholars.*—The Director of Public Instruction reports that since March 1887 the number of aided schools has increased by 283, and the number of pupils attending them by 5,727, while during the four years preceding March 1887 the increase in this class of schools and in the number of pupils attending them was only 23 and 449 respectively, and that, on the other hand, the increase in Government institutions between March 1883 and March 1887 was 126 schools and 5,753 scholars, against 15 schools and 633 scholars during the past four years. This is very satisfactory, and the Officiating Resident trusts that the Director of Public Instruction and District Officers will do all in their power to encourage the establishment of schools by private enterprise. With regard to the fees charged in Government schools, Mr. Plowden thinks that notwithstanding that the rates were enhanced in 1887-88, it is questionable whether they are not still too low.

Paragraph 7 of the report.

4. *Income of the department.*—The total income of the year is shown to have been Rs. 4,20,306-4-0 compared with Rs. 4,26,502-13-6 in 1889-90, and of this sum Rs. 2,39,778-3-3 represent the grant for the year from provincial revenues exclusive of the educational cess which, in the Officiating Resident's opinion, should be regarded rather as a provincial than as a local contribution. Mr. Plowden understands from paragraph 8 of the report that the demand is for the year of report, but that the actual receipts include some portions of the demand of the preceding year which is not collected until after 31st March. In future reports it should be explained whether the demand for the year is eventually realized in full or not.

Paragraph 11 of the report.

5. *Popular contributions.*—The statement in paragraph 11 comparing the amount of popular contributions in the year of report, and in the previous year shows an increase of Rs. 893-14-6 in favor of the year 1890-91; but it should be explained why the figures in this paragraph differ from those opposite the entry "Popular contributions" in paragraph 7.

The Officiating Resident desires that his thanks may be conveyed to the undermentioned gentlemen for the liberal aid they have afforded the educational cause in the province:—

Mr. Gabusing, Special Magistrate, through whose exertions a sum of Rs. 1,200 was contributed for a building for the girls' school at Akot.

Popatlal of Balapur, who presented a building to the local girls' school at a cost of Rs. 400.

Urajmal Raghunath of Pimpalgaon Raja for the free gift of a building site belonging to him, valued at Rs. 250, to the Marathi school at that place.

The Izaradar Patel of Lasina in the Darwha taluk for the gift of a building valued at Rs. 150.

Kashirao, Deshmukh of Daryapur, for accommodating free of charge a portion of the Anglo-Vernacular school at that place for another year.

6. *Budget grant and actual expenditure.*—With regard to the remark of the Director of Public Instruction that, for reasons given, he is not always able to explain why the budget grant is not fully utilized, it may be observed that, if recent orders are complied with, no difficulty should be experienced in working up to the budget grant, for the budget should include only sanctioned works; and, if from any unforeseen cause, one sanctioned work has to be postponed, another sanctioned work should be substituted for it. There should also be a list of sanctioned works for each district.

Paragraph 13 of the report.

7. *Inspections and school committees.*—With regard to the entries in the tabular statement in paragraph 20, Mr. Plowden has no doubt that Colonel Mackenzie will take steps to ascertain the explanation of the apparent contradictions which he has noticed. A full measure of inspection work seems to have been done by the Director of Public Instruction, by Mr. Mahajani, and by most of the Deputy Educational Inspectors, and it is satisfactory to notice that the observations made by Sir Dennis Fitzpatrick in paragraph 5 of last year's review have been attended to. It is to be hoped that Deputy Commissioners will continue to give full countenance to education in their respective districts, and will take care that school inspections form a regular portion of the duties of the younger officers in the commission. The several school committees mentioned in paragraph 23 of the report should be informed that their labour is fully appreciated.

Paragraphs 20—22 of the report and 6 of the Commissioner's review.

8. *University education.*—In accordance with the wish expressed by Sir Dennis Fitzpatrick an account has been given of the further history of Berar students who have joined the university. From 1872 to 1889 the total number of students is 94, of whom 26 took a degree, and 9 of these obtained employment or are pursuing a profession in Berar; but Mr. Plowden believes that only one of the graduates is actually a native of Berar. In future the number of Beraris among the students who proceed to the university might be mentioned.

Paragraph 24 of the report.

9. *High schools and boarding houses.*—The results of the matriculation examination are creditable to the Akola High School, but not so to the Amraoti High School. It is to be hoped, however, that the Amraoti head master's anticipations regarding the boys in the present matriculation class will be fulfilled. With regard to the boarding houses at the high schools, Colonel Mackenzie may perhaps know whether the messing arrangements for Hindu students who are not Brahmins are satisfactory. The Officiating Resident has some reason to believe that non-Brahmin Hindus abstain from sending their children to the boarding houses because they cannot obtain the food to which they are accustomed.

Paragraphs 26 and 27 of the report.

The Resident observes that no particulars, such as are shown for high schools in paragraph 26 of the report, are given regarding the number of scholars studying the matriculation and middle course, the number examined and the number who passed in middle or anglo-vernacular schools. These details are required for insertion in the Resident's administration report and should be given in future.

10. ***Extension of primary education.***—The increase which has taken place in the number of primary schools established by private enterprise has already been noticed in paragraph 3 of this review. The Officiating Resident will deal separately with the question of the systematic extension of Government primary schools when he has before him the special report which the Director has been asked to submit.

Paragraph 36 of the report.

11. ***Classification of pupils by race or creed.***—With regard to Colonel Mackenzie's remarks on the question of the institution of special schools for the low castes, the Officiating Resident thinks it sufficient to say that the orders in paragraph 14 of last year's review by the Resident were of course notintended to imply that any departure is permissible from the principle that the Government schools are open to all classes alike irrespective of caste, and that it is the duty of all officers, and in particular of officers of the Department of Public Instruction, to enforce this principle whenever the opportunity arises. But actual difficulties exist which render it advisable to extend a helping hand to members of poor and low castes, and the establishment of special schools seems to be the most practical way of meeting the requirements of the case.

Paragraph 49 of the report and 12 of the Commissioner's review.

12. The present report is an excellent one, and the Resident cannot conclude his remarks on it without thanking Rao Bahadur Shriram Bhikaji Jatar for the careful supervision which he exercises over the department entrusted to his charge.

(By order.)

J. A. CRAWFORD,

Secretary for Berar.